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# Can THE HALLELUJAH:

A BOOK FOR THE SERVICE OF SONG IN THE HOUSE OF THE LORD; CONTAINING TUNES, CHANTS, AND ANTHEMS, BOTH FOR THE CHOIR AND THE CONGREGATION;

TO WHICH IS PREFIXED

8.58.09.

### THE SINGING SCHOOL:

A MANUAL FOR CLASSES IN VOCAL MUSIC, WITH EXERCISES, ROUNDS, AND PART SONGS, FOR CHOIR PRACTICE;

ALSO,

#### MUSICAL NOTATION IN A NUTSHELL;

A BRIEF COURSE FOR SINGING SCHOOLS; INTENDED FOR SKILLFUL TEACHERS AND APT PUPILS.

BY LOWELL MASON.

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# Entered, according to Act of Congress, in the year Eighteen Hundred and Fifty-four, BY LOWELL MASON,

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James ordered InD

NOTICE.—A large portion of the music in The Hallelujah, and many of the hymns, are copyright property, and publishers are cautioned against making use of any of it. Such pieces as have an asterisk (\*) prefixed are now published for the first time.

Thomas B. Smith,
STEREOTYPER AND ELECTROTYPER,
216 William Street, New York.

#### PREFACE.

THE following-named collections of church music, by the editor, have been successively published in the following order:

- 1. "THE BOSTON HANDEL AND HAYDN SOCIETY COLLECTION." 1822.
- 2. "THE CHOIR." 1832.
- 3. "THE BOSTON ACADEMY'S COLLECTION." 1835.
- 4. "THE MODERN PSALMIST." 1839.
- 5. "THE CARMINA SACRA." 1840.
- 6. "THE PSALTERY." 1845.
- 7. "THE NATIONAL PSALMIST." In connection with Mr. Geo. James Webb. 1848.
- 8. "THE CANTICA LAUDIS." In connection with Mr. Geo. James Webb. 1850.
- 9. "THE NEW CARMINA SACRA." 1850.

It is believed that while many of the common standard tunes, necessary to every good book of church music, are to be found in all these works, each one presents some peculiar trait or characteristic feature, and that the whole series has had some humble agency in the gradual but constant progress of psalmody in our country during the last thirty years. In adding to the list "THE HALLELUJAH," in 1854, we believe we are providing means for still further improvement; for if our judgment be correct, this book will be found in advance of its predecessors in many of those points which constitute excellence in a work of the kind. We will briefly call attention to some of these:

- 1. Melody.—We have sought for an agreeable flow of melody, a melody at once symmetrical, graceful and attractive; adapted to modern taste, and at the same time subordinate to the requirements of dignity and solemnity in religious worship.
- 2. RHYTHM.—The rhythmic forms include a greater variety than has been usually found in psalmody; yet, we believe, that this variety has been obtained without violating the laws of symmetry and unity.
- 3. Harmony.—We feel confident that both in respect to the combinations employed, and the mutual relations of the different parts, the present work is in advance of our previous books. The harmony of the "Boston Handel and Haydn Society Collection," for example, which we wrought out in early life, with no little labor and self-satisfaction, is not always the most chaste and euphonious. Positive faults are indeed

avoided, but sometimes at the expense of freedom and gracefulness. The traces of the little dubious windings or circuitions, which will be resorted to by a tyro to avoid an open breach of law, are sometimes noticeable. They are like the zigzag tackings of a ship when amongst the breakers, whereas had the captain well known his bearings, he would have kept in deep water, where, secure from danger, he could have pursued his uninterrupted course. So should harmony flow, subject, indeed, to the laws of the musical tides, but in a free and natural manner, far removed from the rocks and shoals of the technical school-book rules. But to be more particular, we have a greater variety of chords in this than in former works. The common chords of the supertonic and the mediant are oftener heard; the various related chords are more frequently employed, and the alternation is less constant and uninterrupted between the tonic and the dominant harmonies than is sometimes the case. The cadences, also, both intermediate and final, present a greater diversity; while the very common form of six-four on the dominant, sometimes severe and cutting, has not been rejected in the cadences, it has yielded in part to the much more soft and euphonious five-four, so characteristic of the genuine school of church music. Again, the preparation and resolution of discords, has received more careful attention, and especially in the use of the ninth, and of the fourth. The lawless use of the fourth, so common, has been somewhat circumscribed, and its unprepared, abrupt, and offensive intrusion is less frequent. Strength and dignity: these have been secured by the omission of the weaker chords, and by a general adherence to combinations and progressions purely diatonic.

4. Metrical tunes.—This department, which necessarily forms a grand feature in a work of this kind, is very full; and both the choir and the congregation are furnished with as great a variety as can be desired. In the long, common, and short meters, we have to a considerable extent separated the choir tunes from the congregational tunes, the latter having been placed immediately after the former. Thus the long meter choir tunes begin on the 97th page and continue to the 128th page, and the long meter congregational tunes begin on the 129th page. Yet there are some exceptions to this general arrangement, since some of the best congregational tunes will be found interspersed with the choir tunes; and on the other hand, a considerable number of tunes have been placed in the congregational class merely because they are well known, though they are too difficult for congregational singing. See, as an illustration, pages 135, 136, 190, and 191.

Sec.

Choir tunes. On these we need not make much remark. Let the choirs try them. They will find tunes in all kinds of time, in many rhythmic forms, variously harmonized, point against point or in reports, in the usual keys, major and minor, for soli, tutti, or chorus. There are tunes appropriate to express all the various feelings from those of the deepest penitence, grief, or sorrow, to such as are jubilant or exultant in the highest degree. There are tunes animating and tunes quieting, tunes of excitement and tunes of repose, tunes of loftiness and tunes of mcekness, of energy and of gentleness, of solemnity and of such merriness as becometh the dwelling-place of the Most High. There are tunes for hymns of worship (would that we might have occasion to sing them more frequently), and tunes for hymns of narration, description, instruction, or exhortation (which we have to sing frequently enough). There are singing tunes and speaking tunes, tunes cantabile and tunes recitando. There are tunes short and tunes long, tunes low and tunes high, tunes soft and tunes loud, tunes quick and tunes slow, tunes easy and tunes difficult, tunes good and tunes—not so good. Indeed, it is believed that there is no emotion that may be classed with the religious for which there may not be found tunes affording a suitable form of musical expression. Again we say, let the choirs try them.

Congregational tunes. These, although much less numerous than tunes for choir performance, are, it is believed, abundantly sufficient. They are generally pointed out in the descriptive table of congregational tunes,\* yet there are others not included, some not named, which, under certain circumstances, may be well adapted to congregational use. We had intended to express our views more fully on the subject of congregational singing in this place, but are prevented from doing so by want of room. The subject is dwelt upon at some length in the Preface to the National Psalmist, and though there are points which from their liability to be misunderstood, require further explanation, we must content ourselves for the present by referring our readers to what we have there written. It may be well, however, to repeat here what we have often said on the subject of the degree of time (quickness or slowness) in which the leading class of congregational tunes should be sung. The best rhythmic form for these tunes we suppose to be that of the original of many of the old tunes, which, though it was lost for many years, has been found again by the Rev. Mr. Havergal and others, and partly restored in England, and which is beginning to be understood in this country. It consists of tones of equal length, with the exception of the initial and terminal of each section or period of the music, or line or couplet of the poetry, and these should be about twice the length of the others. Sec Iosco, Watts, Evan, and many similar tunes. These tunes should be sung about twice as fast as it is generally customary to sing "The Old Hundredth Psalm Tune," or as fast as the words may be uttered consistently with

dignity and solemnity, or nearly as fast as they would be appropriately read under similar circumstances. It is important to take the right movement, (which, indeed, is not difficult, if one gives attention to the proper reading of the psalm or hymn,) for if it be too fast, anarchy and confusion of sounds, chaotic, will follow; while, on the other hand, a movement a little too slow will lead to a drawling, stupid, and sleepy performance, quite at variance with singing "merrily unto God," and making "a cheerful noise unto the God of Jacob."

It can hardly be necessary to say that the movement of a tune is not affected by the variety of measure in which it is represented. Thus, for example, the tune Dundee, p. 175, is written in half notes, and the tune Martyrs, same page, is written in quarter notes, yet both are to be sung in the same time, unless perhaps Martyrs may be a little the slower of the two, on account of the character of the poetry.

5. METERS.—The variety of meters, we doubt not, will be thought sufficient. We are not very friendly to a great variety of meters for ordinary church purposes, and most heartily approve of the course of those clergymen who chiefly confine themselves in their selections to a few of the most common. But we have endeavored here to provide, not only for all such peculiar or uncommon meters as we deem worthy to be sung in public worship, but also for others which we think are not entitled to that distinction. Indeed, we are convinced, that the whole class of peculiar meters might be given up without any serious loss to the cause of Psalmody. In the classification of the meters designated by figures (with the exception of the common Trochaic 7's, 8's and 7's, and 8's, 7's and 4's) we have made four classes, in conformity with the character of the poetic feet in which the hymns are written; Iambic, Trochaic, Anapestic, and Dactylic; yet these are often so much mixed as to render it doubtful to which class a hymn belongs. In some cases Iambic stanzas have been written for well-known Dactylic tunes, the writer having had regard to nothing more than the number of syllables; and nothing is more common than an intermixture of Iambic and Trochaic feet, in hymns which belong principally to the former class. Each class commences with the hymns in which the lines contain the smallest number of syllables, and proceeds onward in regular order. This arrangement, though imperfect, will aid the leader in finding a tune quickly for any particular hymn; or, when, as he ought never to be when the singing is by a choir, he is obliged to do so, without any previous notice. Among the unusual meters will be found a number of new hymns which may be interesting for private or social purposes, or for occasional public worship.

6. Interludes.—It will be seen that these have been written for a great portion of the tunes. They have been prepared, not for the organist who is able to play his own

impromptu interludes, but rather for the purpose of furnishing other instruments with something better than the constant repetition of the last line; and also for the purpose of furnishing a pattern of what we suppose interludes ought to be; not long detached pieces of music, but a few chords immediately connected with the tune, and leading in regular time to its re-commencement for the succeeding stanza. The interludes in this work are often mere cadences, sometimes full, or perfect, closing on the Tonic chord; and sometimes half, or imperfect, closing on the Dominant chord. They usually commence on the last chord, and close on the first chord of the tune. It will be desirable in such cases, or where the interlude does not in itself come to a full close, that the last chord or two be played a little retardando, so that the voices may come in easily on the first chord of the tune. We would not advise that even short interludes should be invariably played between the stanzas of a hymn; on the contrary, we think it better, as a general rule, to proceed directly from stanza to stanza without delay. With respect to interludes, we agree entirely with the Rt. Rev. Bishop Wainwright, of New York, as expressed in his introductory note to "The History of the Old Hundredth Psalm Tune." which we cordially commend to organists and others. Those who play the tenor part in the interludes in this book must remember that they are represented by the G clef, as that clef is used for the tenor, and not as it is commonly used in instrumental music, or for treble voices.

7. CHANTS.—In this department will be found the usual canticles from the Prayer Book, and also portions of the Bible Psalms, marked for chanting, with suitable chants. This form of church music seems to belong legitimately to the Psalms, and it has been used almost exclusively in connection with them until within a few years. The editor of this work was the first (so far as he knows) to apply chanting to metrical hymns; yet he has done this only so far as to chant such hymns as hardly admit of a tune form of expression; or such as, because of their length, require a more speedy utterance than they can find in any common church tune. More recently (and unhappily, as we think), truly excellent hymns of lyric character, admitting, and indeed requiring tunes of a rhythmic form corresponding to the metrical character of the poetry, have been set to chants. But if metrical hymns are chanted, we think the above distinction should be kept in view, and such hymns only should be thus treated as cannot be well sung to ordinary tunes; such hymns as express but little emotion. or such as are so irregular in their structure that they cannot, in justice to their meaning, be subjected to a regular rhythmic delivery. We have confined the chant in this work to the Bible Psalms, except in the last two selections. These have become very popular, and both are truly beautiful when well declaimed in chant, yet both are far

inferior in loftiness and grandeur to almost any of the selections from the Psalms; and we cannot but think that the true idea or spirit of church music is wanting in that person whose soul is not expanded, enlarged and moved upwards by the chanting of these sublime compositions. We desire most earnestly to recommend to teachers, to leaders, and to all, the introduction of chanting the Psalms into choir practice. We do not say into church service, for that must depend upon the clergyman, and the desires of the people. But, until one knows in his own experience what the chanting of the Psalms is, he can hardly be said to know the truly grand and sublime in the musical declamation of poetry. We have not here given the common double chants, like those of Dupuis, Mornington, and others, for many books contain them, and besides, they really do not deserve the name of chants; they are pretty, tasteful tunes, beautiful, elegant it may be, but yet vastly below the dignity of such real chants as Tallis's, Farrant's, Purcell's, Turner's, and others of like lofty character.\* We have given some of the very best English chants.

- 8. ANTHEMS.—This department is uncommonly full. We do not know any similar work containing so many available pieces of this kind. This portion of the work may also be divided into two classes, one of which is appropriate to the ordinary Sabbath-Day worship, and the other to the practicing hour of the choir, or the concert room. We have spared no exertions to supply both classes, but especially the former, and such choirs as need pieces appropriate for the opening or close of the service, will find a large supply. They are generally short and easy, and since the words are principally from the Psalms, they will bear frequent repetition. Such pieces must be sung many times, or until they are well known, and instantly recognized by the people, before they will be truly appreciated, or before they will really do the work for which they are intended. When they are only occasionally sung, they are thrown away; again we say, they must be oft repeated to be understood, to be admired, and to be truly useful. The concert or choir-practicing anthems, although not suited to ordinary occasions of worship, may still be sung with propriety on many public religious and other occasions.
- 9. Carols.—On pages 349 and 352 will be found specimens of the old Christmas and Easter Carols. This species of poetical and musical composition is of Italian origin. It spread widely, and was for a long time very popular all over Europe. Afterwards

<sup>\*</sup> See a most excellent collection of chants in the "Anglican Chant Book," published by Novello, London, and New York.

<sup>†</sup> See Table of Anthems, p. 96.

carols were sung mostly by itinerant holiday minstrels. Many of the early carols possess great beauty and excellence. A collection of them has recently been published by Novello, edited by Rev. T. Helmore and Rev. J. M. Neale, with the design of reviving their use in England. We thought that the three we have inserted, which are among the most popular pieces contained in that work, would be pleasing and useful in singing-classes, and in social circles. The words to the Christmas and the Easter Carols are free translations from the old copies; those of the Spring Carol are by Rev. Mr. Neale.

10. THE SINGING SCHOOL.—The elementary department, which custom makes a necessary part of a book of church music, has been prepared with more than ordinary care. The principal text consists of an abstract statement of facts, or of scientific truths, expressed axiomatically, being freely interspersed with explanatory or illustrative notes. Forty years' constant experience in teaching is enough to enable one to learn that he really knows but little; we dare not therefore assert that these definitions are always expressed in the most clear and intelligible language, or that they are always complete, or free from error. This, indeed, can hardly be expected in didactic elementary works on any subject; and much less on that of music, which seems to have received less attention with respect to classification, definition, and nomenclature, than almost any other elementary branch of knowledge. This part of the work is designed especially for the teacher; if will bring before the mind of the intelligent teacher the facts, or by it he will be reminded of those things which he is to teach. It is not supposed that the pupil will be required to commit to memory these definitions, or explanations, or any part of them; nor that it is possible to teach well by presenting truth in any abstract form. On the contrary, it is quite necessary that the pupil should be first taught the reality, or the thing itself, in a practical manner, and according to a natural concrete growth and relationship. It is only after one has thus learnt what a thing is, that he will fully comprehend a definition of that thing, be it ever so clear. Although "The Singing School" presents but a brief course of instructions, yet it is supposed that it may be too long for some of the very short terms for which such classes are held, and during which the teacher is expected to bring the whole subject before his pupils. For the special convenience of these short terms, we have prepared the "Musical Notation in a Nutshell." In the use of this, a "skillful teacher" will be able to furnish "apt pupils" with a good commencement, or a basis upon which they will be able gradually to build in safety as there may be further opportunity.

11. ELEMENTARY EXERCISES.—In these the pupils will find enough to do; this is properly their field of labor, or their play-ground; they cannot be kept too closely to the training implied in this part of the work. The teacher will, of course, select such exercises as will best accord with the capacity of his pupils, and the length of his term. Tunes adapted to the progress of the class, should be used in connection with these exercises from the very first lesson.

It is a great and difficult work to teach well, and we hope we may be pardoned for urging every one who proposes to assume the arduous employment, to avail himself of every possible means of improvement. Those who design to teach music should give attention, not merely to their own art or science, but to general improvement, and especially to such things as may lead to good taste, gentlemanly deportment, and to a generally pleasing and winning demeanor and address.

12. Part-Songs.—We have added at the close of the vocalizing exercises a number of Part-Songs, for singing-schools, domestic circles, social gatherings, and choirs. Some of these are very easy, and others more difficult; some are very cheerful, and others more grave. We recommend the use of all the different varieties; the cheerful, joyful, and exciting, and also the more serious, for song is designed for the exercise and strengthening of all the good affections; but especially do we recommend (since it is too apt to be neglected) the frequent use of that class of songs which are of a mild, soothing, and pacific character, like "Evening Song," No. 325; "Night Song," No. 326; "God is Love," No. 315. One of the most beautiful specimens of this kind will be found on page 189, "Charming Little Valley." Try it, ye sons and daughters of song; let it be oft repeated, until the true idea is brought out in your souls, until every unhallowed and turbulent passion is conquered, and peace and quietness reign within, until you know in your own hearts the meaning of those beautiful words of the Psalmist, "thy gentleness hath made me great."

And now, having finished a work which has cost us no little labor, as every intelligent person who examines it will readily acknowledge, we commend it to clergymen, choirs, schools, and people, in the full belief that if they will receive it and make proper use of it, they will derive strength from it; it will afford them pleasure, and do them good.

"Let the people praise thee, O God, Yea, lct all the people praise thee."

## THE SINGING SCHOOL:

OR THE

ELEMENTS OF MUSICAL NOTATION, ILLUSTRATED WITH NUMEROUS EXERCISES, ROUNDS, PART-SONGS. ETC.

#### BY LOWELL MASON.

Entered, according to Act of Congress, in the year 1854, by MASON BROTHERS, In the Clerk's Office of the Southern District of New York.

#### CHAPTER I.

#### INTRODUCTORY.

PROPERTIES OF TONES—DEPARTMENTS IN THE ELEMENTS OF MUSIC.

- § 1. A TONE (musical sound) has three essential properties.—Length, PITCH, and POWER.
- § 2. Hence, elementary musical instruction is naturally divided into three departments:
  - 1. Rhythmics, treating of the length of tones.
  - 2. Melodics, treating of the pitch of tones.
  - 3. Dynamics, treating of the power of tones.

Note 1.—Rhythmics, from a Greek word, signifying "to flow,"—measured movement. Melodics, from a Greek word, signifying "a song, or poem,"-a tune. Dynamics, from a Greek word, signifying "to be able,"-power.

Note 2.—Rhythmics, in this technical use of the term, comprehends all that belongs to the length or dnration of sounds; but the word rhythm, in its common acceptation, is more limited, and refers principally to the relations of phrases, sections, and periods. Rhytbm, in music, is analogous to metre in poetry.

Melodics comprehends the whole subject of pitch; but the word melody refers principally to a pleasing succession of sounds, or to a tune-form.

Dynamics comprehends the force or power of sounds, and their form of delivery, utterance, or enun-

#### CHAPTER II.

#### RHYTHMICS.

#### MEASURES—BARS—NOTES—RESTS.

Note 1 .- In accordance with the example of some of the best German writers, the subject of Rhythmics is here presented first in order. A reason for this may be found in the fact that this department in its first steps, is easier for the pupil than either of the others. It is, however, a matter of little consequence whether instruction begins with Rhythmics or Melodics, since the two departments must soon be united. and proceed together.

Note 2.—The place where Dynamics may be introduced has not been indicated—but since the cultivation of taste, which should receive a careful attention from the beginning, is essentially dependent upon this department, it is clear that it should not long be delayed.

Note 3.—The subjects have been arranged, and the two departments of Rhythmics and Melodics have been connected in a convenient succession, though their exact order is not supposed to be important. Indeed, no good teacher will always follow the same routine or disposition of subjects, but will adapt himself to the circumstances of his class.

NOTE 4.—In the department of Rhythmics, the teacher will naturally commence his instruction by giving his pupils an idea of the principle of measurement, or of the division of time into equal portions. This may be done in different ways, but perhaps in none better than by something like the following graduated steps:

- 1. The teacher counts regularly before bis class, thus: -one, two; one, two; one, two; one, two;
- 2. The pupils are required to count in like manner.
- 3. While the pupils count as before, the teacher sings Ia, thus;

Pupils count, one, two: one, two: one, two: one, two.

Teacher sings, . . . . Ia, Ia, Ia, Ia, Ia, Ia, Ia.

The a in Ia should receive the open Italian sound, as in far, father, lark, park, smart, part, balm, or calm, and not that of a in law, all, or fall.

- 4. The teacher counts while the pupils sing.
- 5. Motions of the hand may be substituted for counting, and the pupils may be led to see that the division of time is now manifested or expressed to the eye, whereas in counting it was manifested to the ear. When this rhytbmic element or principle of measurement is practically understood, baving been acquired by the pupils through their own action or exercise, definitions, names, and signs may follow,

§ 3. Measures. The length of tones is measured by a division of time into equal portions; these portions of time are called Measures, or parts of Measures.

Note 1.—The portions of time called measures, or parts of measures, are to music what the portions of time called days, months, and years are to history, or what seconds, minutes, and hours are to the daily occupations of life.

Note 2.—Measures may be of longer or shorter duration; they have no absolute length.

§ 4. Measures expressed; counting and beating time. Measures and parts of measures may be manifested or expressed as follows: first, to the ear, by counting; second, to the eye, by motions of the hand called Beats, or Beating time.

Note.—The rhythmic principle may be manifested to another sense, the touch, but this is not needed for musical purposes.

- § 5. Double Measure. A measure having two parts is called Double Measure, or Two Part Measure.
- § 6. Manner of beating time. In beating time, in double measure, a downward beat is usually made for the first part of a measure, and an upward beat is made for the second part of a measure.

Note.—When the pupils are learning to heat the time, it is well for them to count and beat simultaneously; or, while they make the proper motions of the hand, let them also describe those motions by repeating the words doonward beat, upward beat, or, (for a quicker movement,) down, up.

§ 7. Accent. The first part of a measure should usually be accented the second unaccented.

Note.—While it is important that rhythmic accent should be observed, its constant automatic, or drumlike recurrence is stiff, ungraceful, and repulsive to good taste. Such an accent helongs mostly to music of an inferior character, or to that which makes its appeal to the mere external sense. The march and the dance are much dependent upon it, though in the better forms of these classes of music, it is often concealed by higher properties, for a short time or as long as the feet may be trusted without it. Rhetorical accent or emphasis, or that which helongs to emotion, expression, or to poetical thoughts or ideas, on the contrary, is essential to a tasteful or appropriate performance, and should receive much attention. The rule, therefore, which has just been given, is one to which there are many exceptions.

- § 8. Signs of Measures;—Bars. Measures are represented by interspaces between vertical lines, or Bars. Bars mark the boundaries of measures.

  Note.—The term bar is often used to signify a measure.
- § 9. Signs of Tones. Tones (musical sounds) are represented by characters called Notes.

Nore:—The word tone is always used in this work to signify a musical sound. The word note is never used to signify a musical sound, but always to signify a character representing a musical sound. A tone may be heard but not seen; a note may be seen but not heard.

§ 10. Signs of Silence. Silence is indicated by characters called Rests.

Example of Measures represented. Bars, Notes, and Rests.

Measure. Bar. Measure. Bar. Measure. Bar. Measure. Bar. Notes. Rests.

§ 11. Double Bars. Double bars are used as closing characters, or as indicating the end of a phrase, section, line, or period of music or of poetry.

#### CHAPTER III.

#### MELODICS.

#### THE SCALE-ITS NAMES AND SIGNS.

Note.—Let the scale, or a part of it, be sung slowly and distinctly by the teacher, beginning with the pitch C, to the syllable la. Let it be repeated until the class have obtained a clear idea of it, after which, and not before, they may be required to sing it. Careful attention should be given to quality of tone, which, with everything belonging to taste, should be cultivated from the beginning. When the scale has been thus taught, or when the pupils have become so familiar with it as to have some correct appreciation of it as a connected series of tones, and can also sing it with tolerable accuracy, names and definitions may follow.

§ 12. The Scale. Musical sounds, or tones, when considered with respect to the relation that exists between them, are arranged in a certain series called The Scale; thus the Scale is a succession of eight tones, in a certain order of relative pitch.

Note 1.—The word Scale is from the Latin Scala, meaning a ladder. The Scale is a musical ladder.

Note 2.—The Scale, melodically considered, consists of eight sounds; but when considered with respect to harmony, of only seven sounds: the Scale consists of eight sounds, but seven sounds only are necessary to constitute a key.

Note 3.—It is upon this tone relationship that the beautiful, both in melody and in harmony essentially depends; the Seale, therefore, is the groundwork of practical music, both vocal and instrumental. It should be a constant daily practice.

§ 13. Names of the tones of the scale. The tones of the scale are named from the names of numbers, beginning with the lowest, thus:

ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT.

Note 1.—Observe that the names are not first, second, and third, nor are they No. 1, No. 2, and No. 3, but are, as above stated, one, two, three, four, and so on. The importance of this will appear from the fact that the first tone of a melody or tune is often some other than one, the second is often some other than two, &c.

NOTE 2.—When the Scale, or such part of it as has heen introduced, has become somewhat familiar, and the names of its tones have been given, the teacher may proceed to exhibit its sigus, or to write upon the black-board the characters by which it, or a part of it, is represented; if the whole Scale, thus:



Note 3.—The class may now sing the Scale slowly, both ascending and descending, while the teacher points to the notes by which it is represented.

- § 14. The Staff. The relative pitch of tones is represented by a character called The Staff.
- § 15. Notes. Notes represent the length of tones, and also the order of their succession. (See § 9.)
- § 16. Degrees of the Staff. Each line, and each space of the Staff, is called a Degree; thus the staff contains nine degrees, counted upwards from the lowest, there being five lines and four spaces.

Note.—The word degree as applied to the Staff, is used to mean point, place, or position; thus there are nine degrees or places on which notes may be written, or on which tones may be represented. The word is also used in connection with the Scale; thus the Scale is said to proceed by successive degrees, or digrado.

- § 17. Added line and Spaces. The compass of the Staff may be extended by additional lines above or below, called ADDED LINES, or LINES ABOVE, or LINES BELOW, OR SPACES ABOVE, OR SPACES BELOW. Added lines are also sometimes called LEGER LINES.
- § 18. Syllables. In elementary singing-exercises, or as helps to beginners, the following syllables are used in connection with the tones of the scale, and are applied to them, as follows:

Scale names.

One, two, three, four, five, six, seven, eight.

Syllables as written.

Do, Re, Mi, Fa, Sol, La, Si, Do.

Syllables as pronounced.

Doe, Ray, Mee, Fah, Sol, Lah, See, Doe.

Note.—Although the syllables are not regarded as indispensable, yet experience seems to decide in favor of their use as affording valuable assistance to those who are beginning to learn to read music, and especially in classes where the pupils are not permitted to depend upon an instrument for pitch or tune. The principle is that of mental association; after a little practice each syllable becomes so strongly associated with the relative pitch of the tone to which it is applied as to recall it or bring it up quickly to the imagination, and thus the pupil is enabled to produce the tone with ease and accuracy. This use of the syllables is peculiar to England and America, though it has been introduced and is extending in Ger-

many, where the one syllable la principally prevails. In Italy and in France the same syllables are used for a very different purpose, or to indicate absolute pitch. The Scale names, one, two, three, &c., may be used instead of the syllables, but the latter are preferable on account of their more eupbonious character. The use of the syllables in singing is called Solfaing, or singing by Solfa. Singing to the single syllable la, or ah, or to any other vowel, is called vocalizing.

§ 19. The Scale represented on the Staff. The Scale may be represented on the Staff by notes in various positions; thus the note representing the tone one may be written on either line or space; but when the place of this note is fixed, notes representing the other tones must follow in their proper order.

Note.—The pupils should understand that the Scale has not necessarily any particular position or location on the Staff, but that the note representing the tone one may be written upon any of its degrees.

#### EXAMPLE.

1. The tone one represented on the first line.



2. The tone one represented on the first space.



3. The tone one represented on the space below.



NOTE.—The teacher will pursue this subject further, and represent the Scale in other positions, if he thinks hest. In singing the Scale from these different positions of the notes let the same pitch (C) he usually retained; this will, first, prevent the association of absolute pitch with the Staff, which only represents relative pitch, and second, the pupil will thus he acquiring the knowledge of absolute pitch, as the idea of C becomes gradually fixed in his mind.

§ 20. Absolute Pitch Letters. Absolute pitch, or the pitch of tones independent of seale relationship, is indicated by letters, as A, B, C, D, E, F, G.

Note 1.—It is an error to teach that the letters belong to the Staff, or that they are necessarily connected with the Staff in any particular position. The letters were in use before the Staff was invented. They are applied to it in several different ways, though modern usage mostly confines them to two positions, as will be seen at Section 22.

Note 2.—It can be of no advantage to the pupil to commit to memory the letters in any certain position on the Staff, as first line G, first space A, and so on; indeed there is at present no use for the letters whatever, except as they are convenient for Clefs. In juvenile classes it may be better to omit the letters altogether until a later period in the course of instruction. When, in the transposition of the scale it becomes important for the pupil to understand the subject of absolute pitch, the use of the letters will be readily understood, and the different positions in which they may be applied to the Staff will be easily remembered.

§ 21. C as one of the scale. Key of C. In the first steps of musical study, C is taken as the pitch of the tone one, or as the basis of the scale, and the scale is then said to be in the key of C. The order of the scale-tones in the key of C is thus: C, D, E, F, G, A, B, C. C is one, D is two, E is three, F is four, G is five, A is six, B is seven, and C is eight.

#### EXAMPLE.

The seale represented on the staff, with the names and pitch of its tones, and their appropriate syllables.



Note.—The word key is used in this connection to signify the relationship of tones. Seven tones are required to constitute a tone-family, or a key; thus the key of C consists of the sounds C, D, E, F, G, A, and B.

- § 22. Common positions of the Scale as represented on the Staff. There are two positions in which it is common to represent the C scale on the Staff. In the first, the note representing the tone one is placed on the added line below; in the second, the note representing the tone one is written on the second space.
- § 23. Clefs. To determine the position and pitch of the scale as represented on the Staff, one of the letters is used as a sign or guide, and when thus used is called a CLEF.

Note.—Clef is a French word signifying key; thus the clef-letter is a key or guide to the manner of representing pitch on the Staff.

§ 21. Clef-letters. The letters commonly used as Clefs are F and G.

Note.—The letter C is also taken for a Clef, and when thus used it has three positions, but since it is not much used in this country, and is gradually going out of use in Germany and England, it is not thought necessary to explain it here.

- § 25. The F Clef is placed upon the fourth line, and determines the pitch of that line to be F; eonsequently C, or one of the C scale must be represented by the second space.
- § 26. The G Clef is placed upon the second line, and determines the pitch of that line to be G; consequently C, or one of the C scale must be represented by the added line below.

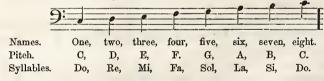
Nore.-It should be understood that a Clef is merely a letter differing in shape from its ordinary form.

#### EXAMPLES.

The Scale, G Clef, key of C.



The Seale F Clef, key of C.



By way of further illustration, we add the Seale, C Clef, key of C.



215-

NOTE 1.—The C Clef is here represented as used for the Tenor, or on the fourth line; when used for Soprano, it is placed on the first line, and when used for Alto it is placed on the third line.

Note 2—It is not necessary to hring up here the difference of pitch hetween male and female voices.

\*\*Elementary Exercises 1 to 4 may now be introduced.\*\*

#### CHAPTER IV.

#### RHYTHMIC CLASSIFICATION.

PROLONGED TONES.—PRIMITIVE AND DERIVED FORMS OF MEASURE.

§ 27. Prolonged Tones. A tone may be prolonged so as to occupy two parts of a measure, or both parts of double measure, and thus a new form of measure is obtained or derived from the first form of measure.

Note 1.- In presenting this subject to the pupils, the teacher may proceed as follows:

- 1. The pupils are required to count or heat the time.
- 2. While the pupils are counting and heating, the teacher sings two measures, the first in the primitive and the second in the derived form, as at Section 31, Example 2.
- 3. The pupils are required to analyze the example as sung by the teacher, or to define or describe it.
- 4. The teacher counts and heats while the pupils sing both forms of measure.

Note 2.—The tones (musical sounds) may be called short and long: so also the notes and rests (signs) may be called short or long notes or rests. These names will be found more convenient at present since they are unturally suggested by the subject, and carry with them their own signification. The names Quarter and Half which would be at present merely arbitrary and unmeaning will come in better hereafter. The pupil should never be burdened with names or technical terms in advance, or until they are needed as aids to the memory, or to bring up to the imagination the idea of things which have been already learned.

Elementary Exercises, 5 to 7.

- § 28. Primitive form of Measure. The first form of measure may be called, The Primitive Form of Measure.
- § 29. Derived form of Measure. The second form of measure may be called, The Derived Form of Measure.
- § 30. Derived forms of measure are obtained from primitive forms, by uniting the different parts of a measure.
- § 31. Long Note. The prolonged tone is represented by a note differing in form from that which has been already introduced, and this note has also a corresponding rest.

EXAMPLE I.

Long Notes.

EXAMPLE II.

Primitive form of measure.

Derived form of measure.

# CHAPTER V. RHYTHMICS.

TRIPLE MEASURE. (SEE CHAPTER II., NOTE 4.)

- § 32. A measure may have three parts: such a measure may be described by counting one, two, three; or by beating downward beat, hither beat, and upward beat.
  - § 33. A measure with three parts is called TRIPLE MEASURE.
- § 31. Accent. Triple Measure receives an accent on the first part of the measure

Note .- See Note on accent at Section 7.

§ 35. Derived forms of measure are obtained in Triple Measure on the same principle as in Double Measure.

Note.-See Section 30. See also Note at Section 27.

- § 36. When the derived form is obtained by the union of the first and second parts of a measure, it is called the First Derivative; when it is obtained by the union of the first, second, and third parts, it is called the Second Derivative.
- § 37. When in a derived form of measure the union of the parts commences with the first part, the derivative is said to be in the first class;

when the union of the parts commences with the second part, the derivative is said to be in the SECOND CLASS.

§ 38. The longer tone, occupying three parts of a measure, is represented by a note of a different form from the two previously introduced; this may be called the longer note.

#### EXAMPLE L



EXAMPLE II.

Primitive and derived forms in Triple Measure.

§ 39. Figures are used to designate the kind of measure; thus, the figure 2 denotes Double Measure, and the figure 3 denotes Triple Measure.

Elementary Exercises, 8 to 15.

#### CHAPTER VI.

#### RHYTHMICS.

FOUR PART MEASURE. (SEE CHAPTER IL, NOTE 4.)

§ 40. A measure may have four parts; such a measure may be described by counting, one, two, three, four, or by beats, thus: downward beat, hither beat, thither beat, upward beat.

- § 41. Four part measure is called QUADRUPLE MEASURE, and is marked by the figure 4.
- § 42. Accent. Quadruple measure is accented principally on the first part, and slightly on the third part of the measure.

Note.-See Section 7.

§ 43. Derived forms of measure are obtained in Quadruple Measure on the same principle as in Double Measure.

Note.—See Section 30. See, also, Note at Section 27.

§ 44. When in a derived form of measure, the union commences with the third part, it is said to be in the THIRD CLASS.

Note.-See Section 37.

§ 45. When a tone is prolonged so as to occupy four parts of a measure, it is represented by a note of different form from those already introduced, which may be called the longest note.

#### EXAMPLE I.

Longest Notes. Longest Rests.

Note.—It will now be convenient to grop the names which have heretofore been used to designate tones of different lengths, and their corresponding notes, and to substitute for them those which are commonly used. See Note at Section 27. The new names may be drawn from the pupil in the following manner: having written the four different kinds of notes upon the Black-hoard the teacher asks, pointing to the note of which he is speaking, How many short notes are equal in duration to a longest note? Ans. Four. What part of a longest note, then, is a short notes are equal in our one quarter. How many long notes are equal to a longest note? Ans. Two. What part of a longest note? Ans. One fourth, one quarters. How many long notes are equal to a longest note, what will be a convenient name for them? Ans. Quarters. If the notes that we have heretofore called long are halves of the longest note, what will be a convenient name for the notes which we have heretofore called longer notes? Ans. Three quarters. And what shall we now call the note that we have hitherto called the longest note. Ans. Whole note, or Note. The teacher may give out, if he thinks best, the names Crotchet, Minim, Dotted Minim, and Semihreve.

#### EXAMPLE II.

Notes and Rests, with their names.

Notes. Rests. Names.

Quarter Note, or Rest. Crotchet.

Half Note, or Rest. Minim.

Three-quarters. Dotted Minim.

Whole Note, or Rest. Semibreve.

Note.—The Double Note (Breve) is also sometimes used 

...

8 46. Primitive and derived forms in Quadruple Measure.

#### EXAMPLE.

	First Class.	Second Class.	Third Class.
Primitive.	1111	1111	11111
First Derivative.			111
Second Derivative.	0.	1 *2.	1 p tp
Third Derivative. * Syncopes.	0	† An irregular	ity in Classification

§ 47. When a tone commences on an unaccented part of a measure, and is continued on an accented part of a measure, it is called a Syncope, or SYNCOPATED TONE, and the note representing it is called a SYNCOPATED Note.

Note .- Syncope, from two Greek words signifying "I cut," or "to cut." A Syncope cuts into, or breaks up, or contradicts the regular order of accent.

§ 48. A syncopated tone should always receive an accent.

Note.—See Syncopes represented in the above example, second class, first and second derivatives.

Elementary Exercises, 16 to 30.

#### CHAPTER VII.

#### MELODICS.

#### SKIPS.

8 49. A melody or tune may proceed not only by the regularly successive steps or degrees of the scale, (di grado,) but also by skips, (di salto.)

§ 50. The easiest and most natural skips are those which occur between the tones one, three, five, and eight.

NOTE 1 .- The pupils should be exercised on these tones, or in skipping from one to another until they become so familiar with them as to name them when they hear them, or to produce them when they are named or called for by the teacher.

Note 2.—It is not intended here to lead the pupils to the investigation of intervals, but rather to prepare for that work by enabling them to pass di salto from any given tone of the scale to any other with some degree of ease and certainty.

Elementary Exercises, 31 to 36.

§ 51. The following changes may be produced with the tones one, three, five, and eight.

NOTE.—In the following table figures are used to indicate the names of tones

1	3	5	8	1	3 *	1	5	8		5	1	3	8	1	8	1	3	5	
1	3	8	5		3	1	8	5		5	1	8	3		8	1	5	3	
1	5	3	8		3	5	1	8	1	5	3	1	8		3	3	1	5	
										5									
1	8	3	5		3	8	1	5		5	8	1	3		3	5	1	3	
1	8	5	3		3	8	5	1		5	8	3	1	1	3	5	3	1	

Elementary Exercises, 37 to 43.

Note.—The order in which the remaining tones of the scale are introduced is not supposed to be important. The following is in accordance with the example of some of the best German teachers.

§ 52. Seven. The tone seven naturally leads to eight; or after seven the ear desires or expects eight; eight, therefore, will serve as a guide to seven. Think of eight and it will be easy to sing seven.

Note.—The pupil may be made to appreciate this by singing the ascending scale and stopping with

Elementary Exercises, 44 to 45.

§ 53. Four. Four naturally leads to three, or after four the ear desires or expects three; three, therefore, will serve as a guide to four. Think of three and it will be easy to sing four.

Note 1.—The pupil may be made to appreciate this by singing the descending Scale and stopping

NOTE 2.—The natural progression of seven to eight, and of four to three, will also be made clear by dividing the class, and causing them to sing together, with many repetitions, as follows:

> First Class. Second Class,

> > Elementary Exercises, 46 to 49.

§ 54. Two. One or three will guide to two. Exercises 50 and 51.

§ 55. Six. Five will guide to six. Exercises 52 to 55.

#### CHAPTER VIII.

#### MELODICS.

#### EXTENSION OF THE SCALE AND CLASSIFICATION OF VOICES.

§ 56. When tones higher than eight are sung, eight is to be regarded not only in its relation to the tones below it, but, also, as one of an upper scale.

Exercises 56 to 61.

§ 57. When tones lower than one are sung, one is to be regarded as, also, eight of a lower scale.

Exercises 62 and 63.

§ 58. The whole vocal compass, or extent from low to high, may be thus represented:



Note 1 .- Several tones may be added, either above or below, by cultivation.

Note 2.—The true pitch or relation of male and female voices should be clearly illustrated and explained in this connection. When this is understood, there can be no objections to the Bass and Tenor singing the lessons in the G clef, or to the Troble and Alto singing from the F clof, although the former may sing as heretofore, an octave lower, and the latter an octave higher, than the actual pitch represented.

§ 59. The human voice is naturally divided into four classes:

- 1. Low male voices, Bass.
- 2. High male voices, Tenor.
- 3. Low female voices, Alto.
- 4. High female voices, TREBLE.

NOTE.—Besides the above, there are other distinctions, as BARYTONE between the Bass and Tenor, and MEZZO SORRANO between the Alto and Treble. The Treble is often called SORRANO.

§ 60. The F clef is used for Bass, the G clef is used for Tenor, Alto and Treble, but when used for Tenor it denotes G an octave lower than when used for Treble or Alto.

Note.—This different use of the G clef for Tenor, and for Alto or Treble, should be clearly illustrated and explained.

Examples illustrating the two uses of the G clef:

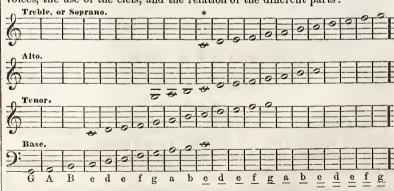


The above examples, although they appear the same to the eye, are in reality, or to the ear, an octave apart, the Tenor being an octave below the Treble.



The above examples, although they appear different to the eye, are in reality, or to the ear, the same.

3. Examples illustrating the usual compass of the different classes of voices, the use of the clefs, and the relation of the different parts:



\* This once marked small  $\epsilon$ , being about the centre both of the vocal and also of the great or instrumental scale, is called the middle c.

\*\*Elementary Exercise 64.

4. Examples of the representation of the same tone by the use of the different clefs:



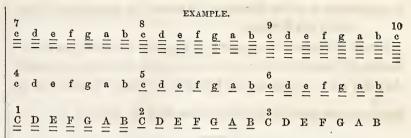
So, also, the same tone is represented by the C clef, as follows:



§ 61. To distinguish between the different tones denoted by the same letter, capital and small letters, together with marks below or above them, are used. Thus, in the above example, the lowest three notes are designated by capital letters; and the tones represented by them are called capital, or great G, or great A, and great B. The notes in the next octave beginning with c, (with the exception of the upper one, which is considered as one of the octave above,) are designated by small letters, and the tones are called small c, small d, small e, &c. The notes in the next octave, (with the exception of the upper one,) are designated by once-marked small letters, and the tones are called once-marked small c, once-marked small d, &c. The notes belonging to the next octave, are designated by twice-marked small letters.

Note.—The G clef, when used for Treble or Alto, or for instruments, signifies  $\underline{g}$ , but when used for male voices it signifies  $\underline{g}$ .

- § 62. The great scale of sounds, including the whole compass of tones appreciable by the human ear, consists of about nine octaves, about one-third of which, from G to g, are within the range of the human voice.
- § 63. The system of noting or designating the tones of the great scale, is the same as that mentioned at § 61, or as follows:



Note.—Read the above, beginning with C marked 1, or in the order suggested by the figures, at the commencement of each successive series, or octaves.

#### EXPLANATION.

- 1, C.—This is the lowest sound produced by an Organ, and it can be obtained from no other instrument. It requires a pipe thirty-two feet long.
- 2, C.—This is the lowest C on the Piano-forte. It requires an organ-pipe sixteen feet long.
- 3, C.—This is called the great C. It is the lowest sound on the Violoncello, and it requires an organ-pipe eight feet long.
- 4, c.—Called *small c*. Written on the second space, Bass clef, and requires an organ-pipe of four feet.
- 5, c.—Middle c. Added line above, F clef, and added line below G (Treble) clef. It requires a pipe of two feet.
- 6, c.—This is the c represented on the third space, G (Treble) clef. It requires an organ-pipe one foot long.
- 7, c.—Second added line above, Treble clef. Produced by an organ-pipe one-half of a foot long.
- 8, c.—Written on the space above the fifth added line above. Produced

  by an organ-pipe one-fourth of a foot long.

9, c.—Highest c on the Piano-forte. Produced by an organ-pipe of oneeighth of a foot long.

A note to represent the lowest C in the above described great Scale of Sounds, or C, must be written on the ninth added line below the Staff, F clef; and a note to represent the highest c, or c, must be written on the space above the twelfth added line above the Staff, G (Treble) clef.

#### CHAPTER IX.

#### MELODICS.

#### INTERVALS.

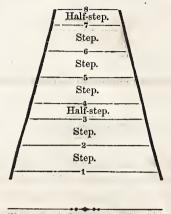
Note.—A true knowledge of intervals can only be communicated through the ear. Names, definitions, or illustrations, may be given while the pupil obtains no correct idea of the thing itself, which can only be acquired by a careful listening to tones and comparison of them. The ear alone can appreciate or measure intervals. The subject is one which cannot be understood until the ear has been considerably trained; this is the reason why it has not been presented earlier in this course. After intervals have been taught, the following definitions will be easily understood.

- § 64. The difference of pitch between any two tones, is called An Interval.

  Thus, the difference of pitch between one and two is an interval.
- § 65. In the regular succession of the tones of the scale, there are two kinds of intervals, larger and smaller.
- § 66. The larger scale-intervals are called STEPS; and the smaller scale-intervals are called HALF-STEPS.
- § 67. The intervals of the scale occur in the following order:—between one and two, a *step*; between two and three, a *step*; between three and four, a *half-step*; between four and five, a *step*; between five and six, a *step*; between six and seven, a *step*; and between seven and eight, a *half-step*.

Note.—The terms tone and half-tone are in common use to designate these intervals; but as the application of the same word both to sounds and intervals is inconvenient, the discontinuance of the term tone and half-tone is recommended, especially in teaching. As the word ladder (scale) is used for designating the series of tones called the scale, it is quite natural to carry out the figure, and borrow from the ladder the word step by which to designate scale-intervals.

Illustration of the musical ladder, with its rounds and steps, or tones and intervals.



#### CHAPTER X.

#### RHYTHMICS.

#### SEXTUPLE AND MIXED MEASURES.

- § 68. A measure having six parts, is called Sextuple Measure; as one, two, three, four, five, six; or, downward beat, downward beat, hither beat, thither beat, upward beat, upward beat.
- § 69. A measure having six parts, is also often described by two specific counts or beats; it is then called Compound Measure.
- § 70. Measures may also have *nine* or *twelve* parts, or more or less. But it is not supposed to be necessary to give explanations or illustrations of these, since, if the pupil is well grounded in the kinds already mentioned, he need not apprehend difficulty in any other forms which may be found.

Elementary Exercises, 65 to 67.

#### CHAPTER XI.

#### MELODICS.

#### THE MINOR SCALE.

§ 71. In addition to the Scale already explained, (Section 12,) there is another Scale, differing from that in the relation or succession of its tones, or in the order of its intervals, called the MINOR SCALE; it is the *soft* Scale of the Germans.

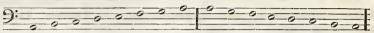
Note.—The Scale which has already been explained, based on C, or of which C is one, may now be called the Major Scale.

§ 72. The natural Minor Scale is based upon A, or upon six of the Major Scale.

Note.—The term natural is used here to indicate that the tones of which this Scale is composed are the same as those helonging to the Scale already explained.

#### EXAMPLE.

The natural Minor Scale represented in notes, with the names of its tones, their pitch, and the syllables applied to them in Solfaing.



Names. One, two, three, four, five, six, seven, eight. Eight, seven, six, five, four, three, two, one. Pitch. A, B, C, D, E, F, G, A. A, G, F, E, D, C, B, A. Syllables. La, si, do, re, mi, fa, sol, la. La, sol, fa, mi, re, do, si, la.

Note.—The explanation here given refers to the natural Minor Scale only; the artificial Minor Scale will be explained in the Second Course.

Elementary Exercises, 68 to 72.

#### SECOND COURSE.

#### CHAPTER XII.

#### RHYTHMICS.

#### DIVIDED PARTS OF A MEASURE.

§ 73. The parts of a measure may be divided so that two tones shall occur on one part, and the measure is then said to be in Compound Form. The form of measure heretofore explained may be called Simple Form.

§ 74. Compound form of measure may be either primitive or derived.

§ 75. Notes representing these shorter tones, as in compound primitive form of measure, are called Eighths or Quavers. (Halle.—2)

EXAMPLE.

Note.—The principle of derivation and classification already explained, may be carried out in compound form of measure, if the teacher thinks it hest. If it be thoroughly and practically understood, it affords a certain standard or principle by which the musical performer may be carried through the most difficult rhythmic combinations with certainty. The principle is simply this: The primitive form of a measure, or the primitive part of a measure, is always to he taken as the standard of measurement. This cannot fail to solve any rhythmic problem that may occur. The common mode of beating to indicate the measurement of sounds, is quite uncertain. Hence, a good conductor of an orchestra is frequently observed to indicate with his bâton, the primitive form of the measure, and this although he may know nothing of this principle of classification. This fact shows that the principle is a natural one, and one that fails not accomplish its end. Whether the terms here used be adopted or not, the principle should be understood, the thing itself must he practically known, or there can be no certainty of correct time.

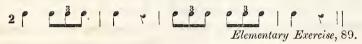
Elementary Exercises, 73 to 88.

# CHAPTER XIII. RHYTHMICS.

#### TRIPLETS.

§ 76. A part of a measure may be so divided as to be occupied by three tones. Such divisions or parts of measures are called Triplets. The notes representing Triplets are usually marked by the figure 3.

EXAMPLE.



#### CHAPTER XIV.

#### RHYTHMICS.

COMPLEX FORMS OF MEASURE, AND THEIR CORRESPONDING NOTES

AND RESTS.

- § 77. A part of a measure may be occupied by four tones; such tones are represented by notes called Sixteenths or Semiquavers.
- § 78. When four tones occur in a single part of a measure, the measure is said to be in Complex Form.

EXAMPLE OF NOTES AND RESTS.

Note.—A further explanation of Rhytbmic Classification may be obtained from "The Boston Academy's Manual of Instruction."

For illustrations see Vocalizing Exercises.

§ 79. A still further division of parts of measure may be made so as to introduce Thirty-seconds and Sixty-fourths.

EXAMPLES OF NOTES.



#### CHAPTER XV.

#### RHYTHMICS.

#### VARIETIES OF MEASURE.

- § 80. Either of the different kinds of notes may be taken to represent the primitive form of measure, simple or compound. Thus the primitive form in any kind of measure may be represented, by Whole Notes, Halves, Quarters, Eighths, or Sixteenths.
- § 81. The different representations or signs of measure arising from the use of the different notes as primitive forms, are called Varieties of Measure.

Note.—Varieties of measure merely furnish different signs for the same thing. To the ear they are all the same, to the eye only do they differ; the movement or degree of quickness depending not in the least on the kind of notes, which represent no positive but only a relative length of sound. The different varieties are unimportant, but are in common uso.

- § 82. There may be as many varieties in all the different kinds of measure, as there are kinds of notes.
- § 83. As figures are used to distinguish the kinds of measure, so also they are used to distinguish the varieties of measure. When used for both purposes, the two figures are written as in the representation of fractions, the number of parts on which the kind of measure depends being indicated by the numerator; and the kind of note used on each part on which the variety of measure depends being indicated by the denominator.

TYAMPLE OF DIFFERENT VARIETIES OF MEASURE.

		LA	WINTE.	LL	OL	DIL	- TATE T	42.2				-						
		0																
		P																
		9																
*2	0	Ü	3/8	2	9	9	*4	5	2	0	0	6 8	9	5	2	2	5	2
*2 16	000	9	*3 16	9	9	9	*4	9	9	1	9	*6	9	3	9	00	9	
*	Sele	iom u	sed.							Ele	meni	tary	Ex	erc	ises,	, 90	ar	d 97.

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### CHAPTER XVI.

#### MELODICS.

#### THE CHROMATIC SCALE.

Note.—The Chromatic Scale may be introduced by pattern or example, early in the course of instruction, and with much advantage to the pupils, especially in juvenile classes. Children quickly learn it so as to sing it accurately, and to those who have thus practically acquired it, its theory becomes easy.

- § 84. Between those tones of the Scale which form the interval of a step, an intermediate-tone may be introduced: thus, intermediate-tones may occur between one and two, two and three, four and five, five and six, and six and seven; but not between three and four, and seven and eight, because the intervals between these tones are already half-steps, and these are the smallest practicable intervals known in the musical system.
- § 85. The intermediate-tones are named from the scale-tones between which they occur, but with the addition of the word Sharp or Flat prefixed or suffixed, to distinguish the names of the former from those of the latter. Thus the intermediate-tone between one and two, or between C and D, may be named from either of these; if named from one, the word sharp is pre-

fixed, and it is called sharp-one; if named from two, the word flat is prefixed, and it is called flat-two; again, if named from C, the word sharp is suffixed, and it is called C-sharp; or if named from D, the word flat is suffixed, and it is called D-flat. The same principle is applied to the naming of all the other intermediate tones.

Note.—The word sharp, as here used, as a name for a tone, signifies higher; thus, by sharp-one is meant a tone higher than one, yet not so high as two; again, the word flat, when used as the name of a tone, signifies lower; thus, by flat-two is meant a tone which is lower than two, yet not so low as one.

§ 86. An intermediate-tone is represented by a note on the same degree of the staff as is the scale-tone from which it is named; thus, the tone named sharp-one is represented on the same degree of the staff as is the tone named one, but with a character prefixed to the same degree of the staff called a Sharp (#). So also the tone named flat-two is represented by a note on the same degree of the staff as is the tone named two, but with a character prefixed to the same degree of the staff called a Flat (\*).

Note.—It will be observed that the words sharp and flat are used both as names of tones, and as names of characters, signs, or marks of notation.

§ 87. A Scale consisting of thirteen tones, including the eight scale-tones and the five intermediate-tones, having twelve intervals of a half-step each, is called The Chromatic Scale.

Note.—Chromatic. From a Greek word signifying color. It is said that the intermediate or Chromatic tones were formerly represented by notes written with colored ink, and hence the name. The term may also have a figurative meaning, since chromatics in music expressive of various degrees of intensity of feeling, may be regarded as analogous to light and shade, or coloring in painting.

§ 88. The Scale which was first described (Section 12) is called The DIATONIC SCALE. The Minor Scale (Section 71) is also Diatonic.

Note .- Diatonic. From two Greek words, signifying through the tones, or from tone to tone.

#### EXAMPLE.

The Chromatic Scale represented.



Names. One, sharp one, two, two, three, four, four, five, five, five, six, skarp six, seven, eight. Pitch. C, C#, D, D#, E, F, F#, G, G#, A, A#, B, C. Syllables. Do, di, re, ri, mi, fa, fi, sol, si, la, li, si, do.



Note.—The letter i should always receive the sound of ee in the above syllahles; thus Di is pronounced Dee, Ri is pronounced Ree, &c. Again, the letter e should always receive the sound of the English long a, so that Se is pronounced Sa, Le is pronounced La, &c.

§ 89. The characters called sharps and flats continue their significance throughout the measure in which they occur, and also from measure to measure, when the same tone is repeated, or until canceled by a note written upon some other degree of the staff.

Note.—The teacher should be careful to cause his pupils to understand that C# is not C raised or elevated, and that Db is not D lowered or depressed, hut that the tone C# or Db (by whichever name it may be called) is an independent tone, being in pitch between C and D. It is not possible to elevate or to depress the pitch of a tone. Absolute pitch is, of course, unalterable. The error here pointed out is found in many treatises on music, see "Manual of the Boston Academy of Music," and various other

§ 90. Sharps and flats are canceled, or their significance is terminated by a sign called a NATURAL ( ).

Note 1.—The name of this character is an unfortunate one, since its tendency is to mislead the pupil. It signifies not that one tone is in fact more natural than another—indeed it does not apply to the tone, but merely to the previous mark, (flat or sharp,) showing that its significance is now at an end.

NOTE 2.—The teacher is advised never to use the term natural in connection with the names of tones, or to speak of C natural, B natural, or natural one, natural four, &c., but to say simply C or D or E, or one, or four, &c. C# is just as natural a tone as is C, and so of all the tones of the Chromatic Scale, one is as natural as another, and a little child who chooses the pitch of a song, is as likely to commence with C# as with C, &c.

Elementary Exercises, 99 to 110.

#### CHAPTER

#### MELODICS.

#### DIATONIC INTERVALS.

§ 91. In addition to the scale-intervals, or to the intervals belonging to the scale in its regular progression, called steps and half-steps, there are two of the next series,) is called an Octave. Elementary Exercise, 116.

also other intervals occasioned by a departure from the regular scale order, or by skipping: as Thirds, Fourths, Fifths, Sixths, Sevenths, and Oc-TAVES.

§ 92. Intervals are always reckoned from the lower tone upwards, unless otherwise expressed.

#### DIATONIC INTERVALS.

Note.-Diatonic, because they are produced by skips in the diatonic scale.

- § 93. Two tones being the same pitch, are called Unison, or said to be in Unison.
- § 94. The interval between one and two, or two and three, or between any tone and the tone that is represented on the degree of the staff, next above it, is called a Second.

Note.—Seconds are intervals of the same magnitude as steps and half-steps.

- § 95. The interval between one and three, or between two and four, or between any tone and the tone that is represented on the third degree of the staff, inclusive, above it, is called a Third. Elementary Exercise, 111.
- § 96. The interval between one and four, or between two and five is called a Fourth. Elementary Exercise, 112.
- § 97. The interval between one and five, or between two and six, is called Elementary Exercise, 113. а Гігти.
- § 98. The interval between one and six, or between two and seven, is called a Sixth. Elementary Exercise, 114.
- § 99. The interval between one and seven, or between two and eight, is Elementary Exercise, 115. called a Seventh.
- § 100. The interval between one and eight, or between two and nine, (or

#### CHAPTER XVIII.

#### MELODICS.

#### MAJOR AND MINOR INTERVALS. -

#### § 101. Seconds.

- 1. A second consisting of a half-step, is a Minor (small) Second.
- 2. A second consisting of a step, is a Major (great) Second.

#### § 102. Thirds.

- 1. A third consisting of a step and a half-step, is MINOR.
- 2. A third consisting of two steps is Major.

#### § 103. Fourths.

- 1. A fourth consisting of two steps and a half-step is a Perfect Fourth.
- 2. A fourth consisting of three steps, is a Sharp Fourth.

#### § 104. Fifths.

- 1. A fifth consisting of two steps and two half-steps, is a FLAT FIFTH.
- 2. A fifth consisting of three steps and a half-step, is a Perfect Fifth.

#### § 105. Sixths.

- 1. A sixth consisting of three steps and two half-steps, is MINOR.
- 2. A sixth consisting of four steps and a half-step, is Major.

#### § 106. Sevenths.

- 1. A seventh consisting of four steps and two half-steps, is a Flat Seventh.
- 2. A seventh consisting of five steps and a half-step, is a Sharp Seventh.

#### § 107. Octave. An Octave consists of five steps and two half-steps.

Note.—In addition to the intervals already mentioned, there are others arising out of the chromatic scale, but as they rather belong to the study of harmony, further notice of them is omitted in this work.

#### CHAPTER XIX.

#### MELODICS.

#### THE MINOR SCALE.

§ 108. In addition to the Minor Scale in its natural form, as explained at § 71, there are also other forms which, being altered from the natural form, may be called artificial.

# EXAMPLES.

The above represents the natural minor scale.



This differs from the natural form, by the introduction of Sharp-Seven.



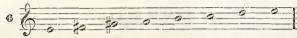
In this form, Sharp-Six and Sharp-Seven are both introduced. It is only minor in its lower tones, the upper part of the Scale being major. In connection with this form of the ascending Minor Scale, it is usual to present the natural form in descending.



This is derived from the natural Minor Scale, and differs from that only by commencing on five. Yet it is sometimes treated by composers and theoretic writers as a distinct form of the Minor Scale.



This is, in like manner, a derived form, from 2.



Derived from 3.



This form may be regarded as commencing on 5, with sharp-seven, and sharp-four.

Note.—It is not supposed to be necessary to give any further explanations or illustrations of these forms of the Minor Scale; the pupil who is able to sing the Chromatic Scale with tolerable accuracy will not find much difficulty in any form of the Minor Scale.

- § 109. Every Major Scale has its relative Minor, and every Minor Scale has its relative Major.
- § 110. The relative Minor to any Major Scale is based upon its sixth, and the relative Major to any Minor Scale is based upon its third.

Note.—The distinguishing feature of the Major and Minor Scales is the third. The Major Scale is known by its Major third, and the Minor Scale is known by its Minor third.

#### CHAPTER XX.

#### MELODICS.

TRANSPOSITION OF THE SCALE.

§ 111. When the Scale is based on C, it is said to be in its natural position, or natural; but the pitch of the Scale may be changed, and, when any other pitch than C is taken as one of the scale, it is said to be TRANSPOSED.

Note 1.—The transposition of the Scale consists not in any change of the position of the notes by which it is represented on the staff, for it may be represented in different positions while its pitch remains the same, or it may be represented in the same position while its pitch is changed; but it consists in changing the pitch, or in taking some other pitch besides c as one, or as the basis of the Scale.

Note 2.—The term natural, as here used, has reference to the representation of the scale and not to the scale itself.

§ 112. The letter which is taken as the pitch of the Scale, or as one, is called the KEY LETTER, or simply the KEY. Thus, if C be taken as one, the Scale is said to be in the KEY OF C; if D be taken as one, the Scale is said to be in the KEY OF D, and so on. By the key of C, is meant that the Scale is based on C, or that C is taken as one; by the key of D, is meant that the Scale is based on D, or that D is taken as one, and so on.

See Note on the word key, at § 21.

§ 113. In transposing the Scale, its proper relations must be preserved by the use of the intermediate-tones; or, in other words, in transposing the Scale, it is necessary to omit certain tones belonging to the key, from which the transposition is made, and to take such intermediate-tones as may be required to constitute the new key, or to secure in it the proper order of Scale-intervals. See § 67.

Note.—The difficulty in transposing the scale consists in the transfer of absolute to relative pitch.

#### CHAPTER XXI

#### MELODICS.

#### TRANSPOSITION OF THE SCALE BY FIFTHS.

- § 114. First transposition of the Scale by Fifths, from C to G. All the tones which constitute the key of C, will be found to belong also to the key of C, with the exception of F.
- § 115. To preserve the proper order of intervals between Six and Seven, and between Seven and Eight in this transposition, it is necessary to take the tone F-sharp as Seven in the new key

half-

step.

§ 116. The sign of F-sharp (#) is placed at the beginning of the staff, immediately after the clef, and is called the Signature (sign) of the key. Thus, the signature of the key of G is one sharp, or F-sharp. The signature of the key of C is said to be natural.

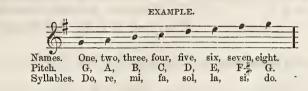




ILLUSTRATION.

#### EXPLANATION.

Step, step, step, step, step, One, two, three, four, five, six,

On the upper staff, in the above diagram, the Scale is represented in the key of C. The distances of the notes one from another, represent the different intervals, as steps and half-steps. On the lower staff G is taken as one, A as two, B as three, C as four, D as five, E as six; and thus far the intervals are right. But as the interval between six and seven must be a step, it is seen at once, that F will not do for seven, because the interval between E and F, is but a half-step; it becomes necessary, therefore, to take the intermediate tone, F-\pm, for seven, and this gives the proper interval between six and seven, viz., a step. The interval between F-\pm and G being a half-step, G is taken as eight, and the Scale is complete in the key of G, thus:

G atep, 
$$A$$
 step,  $A$  ste

Note.—The transposition of the Scale is one thing, and the illustration of it quite another. The sign of transposition is often mistaken for the reality, and the pupils are supposed to understand the subject when they have only heen mado acquainted with its nomenclature, or with its representation. A true idea of the reality can only be acquired through the ear; not from verbal explanations or descriptions, or from marks, signs, digarams, or any illustrations to the eve.

#### CHAPTER XXII.

#### MELODICS.

#### RELATION OF TONES.—TONE OF TRANSPOSITION.

§ 117. Tones are said to be related as follows: if C be one, D is two, E is three, and so on; or, D is two to C, or two considered in its relation to C as one; so, also, E is two to D, F is two to E, and so on; so, also, E is three to C, F is three to D, and so on.

Again: C+ is sharp one, D+ is sharp two, F+ is sharp four, G+ is sharp five, and A+ is sharp six, when considered in relation to C as one.

Again: D-\(\rho\) is flat two, E-\(\rho\) is flat three, G-\(\rho\) is flat five, A-\(\rho\) is flat six, and B-\(\rho\) is flat seven, when considered in relation to c as one.

- § 118. The intermediate tone required in transposition, is called The Tone of Transposition, or, (in written music) The Note of Transposition. Thus, the tone of transposition between the keys of C and G, is F#.
- § 119. It will be observed that, in the foregoing transposition from C to G, the pitch of the scale has been removed a fifth; and that the intermediate tone F#, or sharp four, has been found necessary to preserve the proper order of the intervals: hence the following rule: "Sharp four transposes the scale a fifth;" or, "The tone of transposition, between any key and its fifth, is sharp four."

#### CHAPTER XXIII.

#### MELODICS.

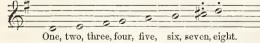
TRANSPOSITION OF THE SCALE BY FIFTHS, CONTINUED.

- § 120. Second transposition of the Scale by fifths; from G to D.
- § 121. To preserve Scale relationship, or the proper order of intervals between six and seven and between seven and eight in this transposition, it is necessary to take C-# as seven in the new key.
- § 122. The sign of C# is placed at the beginning of the staff, a little to the right of the previous sharp, and the two sharps are taken together as the sign of the key, or as the signature.

# Names. One, two, three, four, five, six, seven, eight. Pitch. D, E, F , G, A, B, C , D. Syllables. Do, re, mi, fa, sol, la, si, do.

# ILLUSTRATION.

Five, six, seven, one, two, three, four, five, six, seven, eight.



Note.—An explanation of the above diagram is supposed to be unnecessary, as it would be similar to that at § 116.

\*\*Elementary Exercises\*, 136 to 153.\*\*

§ 123. Third transposition of the Scale by fifths, from D to A. G# is sharp four to D. G#, therefore, is next introduced.

Elementary Exercises, 154 to 171.

- § 124. Fourth transposition of the Scale by fifths; from A to E. D.# is sharp four to A.

  Elementary Exercises, 172 to 189.
- § 125. Fifth transposition by fifths; from E to B. A.# is sharp four to E.
- § 126. Sixth transposition by fifths; from B to F.#. E.# is sharp four to B.
- § 127. Seventh transposition by fifths; from F.# to C.#. B.# is sharp four to F.#.
- § 128. Eighth transposition by fifths; from C-# to G-#. F DOUBLE SHARP (written thus: F×) is sharp four to C-#.
- § 129. The Scale may be still further transposed by fifths: to the key of D-#, with nine sharps (two double sharps); to the key of A-#, with ten sharps (three double sharps); to the key of E-#, with eleven sharps (four double sharps); to the key of B-#, with twelve sharps (five double sharps), and so on.

Note 1.—The key of B# is the same to the ear as the key of C. The difference is not in the thing itself, but merely in the sign.

Note 2.—The keys beyond F-# (six sharps) are but seldom used, as the same variety may be more easily obtained in transposition by fourths. The keys beyond E (four sbarps) are seldom used in church music,

#### CHAPTER XXIV.

#### MELODICS.

#### TRANSPOSITION OF THE SCALE BY FOURTHS.

Note.—The reason why the Scale is transposed by fifths or by fourths, is this: those keys which are based on five or four of any given key are its most nearly related keys. Any key, and the key which is based upon its fifth, have all their tones but one in common. Thus to the key of C belong all the tones which belong to the key of G, with the exception of F sharp; and to the key of G belong all the tones which belong to the key of C, with the exception of F; hence the near relation between the two

keys. Again, the same is true of any key, and the key which is hased on its fourth. The key of C and F, for example, have all their tones in common with a single exception. Hence the near relation.

§ 130. First transposition of the Scale by fourths; from C to F.

§ 131. To preserve the identity of the Scale, or the proper order of intervals between three and four, and between four and five, in this transposition, it is necessary to take B-\(\ph\) as four in the new key. B-\(\ph\) is, therefore, the signature to the key of F.



#### ILLUSTRATION.



Note.—An explanation of the above diagram would be so similar to that at Section 116, that it is supposed to be unnecessary.  $B_7^\perp$  is taken for four, and not  $A_7^\perp$ , so that the proper nomenclature may be preserved, and that the proper relations may be made to appear to the eye in written music; or that the Scale may be represented by the regularly successive degrees of the Staff.

§ 132. It will be observed that, in the foregoing transposition from C to F, the pitch of the Scale has been removed a fourth; and the intermediate tone, B-7, or flat seven, has been found necessary to preserve the proper order of the intervals. Hence the following rule: "Flat seven transposes the Scale a fourth;" or, "The tone of transposition, between any key and its fourth, is flat seven.

Elementary Exercises, 190 to 209.

- § 133. Second transposition of the Scale by fourths; from F to B.b.
- § 134. To preserve the proper order of intervals between three and four, and between four and five in this transposition, it is necessary to take E-b as four in the new key.
- § 135. The sign of E-b is placed a little to the right of the previous flat, and the two flats are taken as the signature.

Elementary Exercises, 210 to 227.

§ 136. Third transposition of the Scale by fourths; from B-\(\rho\) to E-\(\rho\).

A-\(\rho\) is flat seven to B-\(\rho\). A-\(\rho\), therefore, is the next flat introduced.

Elementary Exercises, 228 to 245.

§ 137. Fourth transposition of the Scale by fourths; from E-\(\nu\) to A-\(\nu\). D-\(\nu\) is flat seven to E-\(\nu\). D-\(\nu\), therefore, is the next flat introduced.

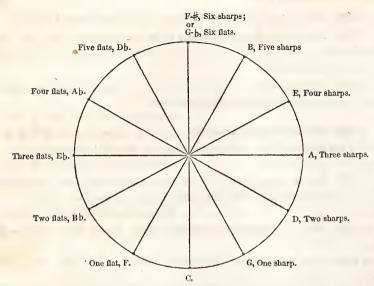
Elementary Exercises, 246 to 263.

- § 138. Fifth transposition by fourths; from A-b to D-b. G-b is flat seven to A-b.
- § 139. Sixth transposition by fourths; from D-> to G->. C-> is flat seven to to D->.
- § 140. Seventh transposition by fourths; from G-b to C-b. F-b is flat seven to G-b.
- § 141. Eighth transposition by fourths; from C-b to F-b. B Double Flat (written B-b2) is flat seven to C-b.
- § 142. The Scale may be still further transposed by fourths: to the key of B-1/2, with nine flats (two double flats); to the key of E-1/2, with ten flats (three double flats); to the key of A-1/2, with eleven flats (four double flats); to the key of D-1/2, with twelve flats (five double flats); and so on.

Note 1.—The key of  $D_{\overline{W}}$  is the same to the ear as the key of C. The difference is not in the thing itself, but merely in the sign

Note 2.—The keys heyond  $G_p^+$  (six flats) are hnt seldom used, as the same variety may be more easily obtained in transpositions by sharps. The keys heyond  $A_p^+$  (four flats) are seldom used in church music.

Diagram furnishing an illustration of the transposition by fifths or by fourths through the whole circle of keys.



EXPLANATION.—Commencing with the key of C; we pass to the right hy fifths, as follows: G, D, A, E, B, F-#, D-b, A-b, E-b, E-b, F, back again to C; or commencing with C, we pass to the left hy fourths, thus: F, B-b, E-b, A-b, D-b, G-b, B, E, A, D, G, back again to C. It will be understood that the key of F-# is the same as the key of G-b; as represented, and also as named, there appear to be two keys, but this view is confined to the mere names and signs; in reality there is but one key.

#### CHAPTER XXV.

#### MELODICS.

APPOGGIATURA-TURN-SHAKE OR TRILL-PORTAMENTO.

§ 143. Passing Tones. Tones not essentially belonging to a melody are often introduced into music, called Passing Tones. They are sometimes represented by notes of smaller size than those in which the music is mostly written, though this distinction is not generally observed.

Note.—Passing tones, considered with respect to harmony, do not belong to the ehord in which they occur.

§ 144. Appoggiatura. When a passing tone precedes an essential tone on an accented part of a measure, it is called an Appoggiatura.

Note.—From Appoggiare, an Italian word, which signifies to lean, or to rest upon. An appoggiatura is a tone on which the voice leans or rests in its passage of intervals, or from one tone to another. The appoggiatura is generally considered a tone of embellishment, but it should rather be regarded as a tone of expression, since it is designed to give tenderness or pathos to a performance.



§ 145. After tone. When a passing tone follows an essential tone, on an unaccented part of a measure, it is called an After Tone.



§ 146. The Shake or Trill. A rapid alternation of a tone with the conjoint tone above it, at an interval of either a step or a half-step, is called a Shake or Trill.

Note.—The shake is a very brilliant musical embellishment. Its proper practice gives flexibility to the voice.



§ 147. The Turn. A tone sung in rapid succession with the conjoint tones above and below it, so as to produce a winding or turning melodic motion or movement, is called a Turn. The turn has a variety of forms, a few of which may be illustrated, as follows:—



§ 148. Portamento. When the voice is instantaneously conducted by a concrete passage, or graceful and almost imperceptible glide, from one tone to another, so as to produce a momentary previous recognition or anticipation of the coming tone, such a carriage or transition of the voice, or such a blending or melting of one tone into another, is called PORTAMENTO.

Note 1.—The portamento should only occur between tones of comparatively long duration, and in connection with words or tones expressive of deep emotion. This beautiful grace, which, when properly introduced, gives an inexpressible charm to singing, is sometimes, nay often most sadly misrepresented, caricatured or counterfeited, and coarse slides, or vocal avalanches are heard in its place. Ferrari, in bis "Singing Method," has applied the very significant term "harsh shrieks" to these frightful lurchings of the voice; but, by wbatever name they may be called, they should be most watchfully and determinately esobewed.

#### ILLUSTRATIONS.



Note 2.—The ornaments, graces, or embellishments of vocal music, some of which have been merely glanced at in this chapter, with the partial exception of passing tones, cannot be said to belong to ordinary singing, and certainly not to choir or chorus-singing. The turn, the shake, and the portamento, rather helong to that artistic style which can only be acquired by the few possessing naturally great flexibility of voice, accuracy of ear, quickness of musical perception, and babits of persevering application; nor should they be attempted even by these until they have been carefully studied for years under the direction of an accomplished teacher.

#### CHAPTER XXVI.

#### DYNAMICS.

#### DEGREES OF POWER.

- § 149. Mezzo. A musical sound of medium power or force is called Mezzo (pronounced met-zo); such a sound is indicated by the term mezzo, or by an abbreviation of it, as mez., or by its initial m.
- § 150. Piano. A tone somewhat softer than Mezzo, or a soft tone; is called Piano (pee-äh-no), and is indicated by the term piano, pia. or p.
- § 151. Forte. A tone somewhat louder than Mezzo, or a loud tone, is called Forte (fore-te, or four-te), and is indicated by the term forte, for or f.
- § 152. Pianissimo. A tone softer than Piano, is called Pianissimo (pee-äh-níss-i-mo), and is indicated by pp.
- § 153. Fortissimo. A tone louder than forte, is called Fortissimo (foretissi-mo), and is indicated by ff.
- Note 1.—There are also modifications of the above-mentioned degrees of power, as Mezzo-Forte, Mezzo-Piano.
- Note 2.—Mezzo, Piano, and Forte are Italian words, which are universally used as technical terms in music.
- Note 3.—The instrument called the Piano-Forte derives its name from these words. It should not be called Piano-Fort, but Piano-Fort.
- Note 4.—The different degrees of power, or at least p. m. and f. should be practically introduced at the commencement of a singing class.

#### CHAPTER XXVII.

#### DYNAMICS.

#### FORM OF TONES.

§ 154. Organ Form. A Tone commenced, continued, and ended with an equal degree of power, is called an Organ Form, or an Organ Tone. It may be indicated by parallel lines, thus:

Note 1.—The Organ Form takes its name from the organ pipe, which can only produce a tone of one equal degree of power.

Nore 2.—The Organ Form is not often used in vocal music, except in passages in which one part holds a steady tone for a considerable time, while the other parts sing various harmonies.

- § 155. Crescendo Form. A tone commencing Piano and gradually increasing to Forte, is called Crescendo (cre-schen-do). It is indicated by cres. or by two divergent lines, thus:
- § 156. Diminuendo Form. A tone commencing Forte, and gradually diminishing to Piano, is called Decrescendo or Diminuendo (de-cre-schendo or dim-in-oo-en-do). It is indicated by decres dim. or by two convergent lines, thus:
- § 157. Swell. An union of the Crescendo and the Decrescendo produces the Swell Form: indicated by the union of the divergent and convergent lines, thus:

NOTE 1.—The swell is sometimes called the Drawn Tone; the term Messa di voce, is also used to designate this tone form.

Note 2.—The acquisition of this form of tone is one of the most difficult things in the art of song. It constitutes the polish or finishing touch in artistic excellence. "It is the result," says Garcia, in his admirable "School of Singing," "of all other studies;" and again, "to draw the tones well is to be a good singer."

Note 3.—The application of Crescendo and Dimuendo to phrases and sections, or to passages of several measures, is comparatively easy, and constitutes one of the greatest beauties of choir singing.

§ 158. Pressure Form. A very sudden Crescendo or Swell is called the Pressure Form. It is thus marked, < or <>.

Note.—This dynamic form is sometimes used to express ridicule, sarcasm, or irony. It belongs mostly to burlesque, to the ludicrous, or to comic in singing.

§ 159. Sforzando. A tone which is produced very suddenly and forcibly, and instantly diminished, is called an Explosive Tone; or Sforzando, or Forzando (sfort-zan-do or fort-zando). It is designated thus >, or by sf. or fz.

Note 1.—This tone-form is of great importance both to the speaker and to the singer. The energetic style of singing, as in many of Handel's choruses, for example, is much dependent upon it; indeed, some degree of it is always needed in the very first utterance of the vote, for without it the tone will be destitute of life and expression. Its power is distinctly felt in the manner in which good performers on stringed or wind instruments produce their tones, or in the very first utterance of a tone, or in the manner in which the attack is made upon it. Much of the dulness, heaviness, stupidity, and lifelessness so prevalent in vocal music, and especially in choir-singing, is to be attributed to the absence of this dynamic form of delivery. It is hy no means intended that every tone should be given Sforzando; far indeed from this, but the element of Sforzando is to tones the life-giving power. It is, however, very liable to he overdone, and even caricatured; it requires, therefore, much discretion in its application, for, unless it be directed by good taste, it will he likely to degenerate into a mere lunging or jerking of the voice, gruntlike, coarse and disagreeable.

Note 2.—The mark indicating the pressure form of tone is often printed instead of that which indicates the Forzando. The observance of the mark as thus erroneously applied would, in many cases, be quite ludicrous. The mark is often applied in this form,  $\bigwedge$ .

#### CHAPTER XXVIII.

#### DYNAMICS.

#### LEGATO-STACCATO, AND PAUSE.

§ 160. Legato. When successive tones are performed in a closely connected manner, so as to be bound into one another, or intervolved, they are said to be sung Legato, (Le-gä-to, or Le-gah-to.) The Legato is indicated by a curved line, called a tie (\_\_\_\_).

Note.—The same character is often used to show how many tones are to be sung to one syllable.

- § 161. Staccato. When tones are delivered in a short, pointed, distinct, or very articulate manner, they are said to be Staccato, (Stac-kä-to, or Stac-kah-to.) Staccato is indicated by points, thus: ( | | | | | |).
- § 162. Half-Staccato. A less degree of Staccato, or Half-staccato, is indicated by dots, thus: (• •).
- § 163. Pause. When the duration of a tone is prolonged beyond the time indicated by the note by which it is represented, such prolongation is

called a Pause, and the character by which it is indicated, receives the same name ( ).

Note .- The pause is often called the Hold.

#### CHAPTER XXIX.

#### DYNAMICS.

#### EMISSION OF TONE-PURITY OF TONE.

Note.—If there is anything of elementary importance in teaching singing-classes, it is that of vocal utterance, or the emission of the voice. This should engage the most careful attention of the teacher from the very first attempts of the pupil to produce musical sounds. A good delivery of the voice, and also purity of tone, should be sought for in the very first lessons, and they should be kept constantly in view during the whole course of instruction.

§ 164. Emission of Tone. Vocal utterance, or the emission of tone, should be instantaneous, decided, and firm; without drawling, hesitancy, unsteadiness, and the like. The tone should be produced by a very distinct movement or motion of the glottis, which being shut, is suddenly opened for the emission of the sound, as by a "vigorous shock." This motion, or "shock of the glottis," has been compared to the action of the lips energetically pronouncing the letter p, or to the action in the vault of the palate in articulating the hard c, as in come, or k, as in kind. The tone thus produced strikes the ear at the precise point of time, as by percussion. Like a spark from a living coal, it has life and power, and makes itself felt. Garcia, in his singing school, says, "I recommend the shock of the glottis as the only means of obtaining sounds purely and without bungling;" and again he says, "the master must insist on the tones being attained by the shock of the glottis."

Note 1.—Any one who gives attention to the production of tones hy a good instrumentalist, or to the manner in which they strike the ear when the attack is made upon them, or when they are first hrought forth by a skilful player, cannot fail to observe their great superiority in promptess and energy of delivery to those usually heard in singing. The contrast between the delivery of instrumental and vocal tones in a performance of choral music with orchestral accompaniment is very great; while the instrumental tones will be given with decision, pith, and character, the voice will be tardly drawn out, heavy, dull, and lifeless. Indeed, choir or chorus-singing can hardly be heard without revealing the fact that whatever pro-

ficiency may have been made in reading music, so far as it relates to time and tune, the proper use of the vocal organs in the enunciation or emission of tone has been sadly neglected.

Note 2.—Caution. In the attempt to acquire the true delivery of the voice, there is danger that one may go too far, and substitute a shock of the lungs, or of the chest, or of the whole vocal region for one of the glottis merely. This may result in a violent outhereak, rough and hoisterous, calling forth the remark, "he sings hy main force." It hardly need be said that this extreme sliould be avoided. There is a proper medium for the utterance of tones, between a careless, indolent, drawling manner on the one hand, and a terrible vocal eruption on the other.

Note 3.—Let it not be supposed that an accurate idea of the production of vocal tones can he communicated by any attempt at description; the true idea can only he imparted by illustration, or hy living example. No one who cannot himself produce a tone in a proper manner, can teach a pupil to do so, for hy pattern or hy example the work must he done. As it is of little use for a man to preach religion who is not himself a virtuous or good man, so the work of a teacher of vocal music, who, in addition to good definitions or descriptions, does not also give good vocal examples, cannot he of much value.

§ 165. Purity of Tone. A tone is pure when it is full, round, sonorous, and resonant, and when no extraneous sound is mixed with it; it is impure when it is stifled or muffled, when it is guttural or nasal, or when it partakes of an aspirated, husky, or hissing quality.

Note.—"The purest tone is obtained, first, by flattening the whole length of the tongue; sccond, by partially raising the veil of the palate; third, by separating the pillars at their base."—Garcia.

#### CHAPTER XXX.

#### DYNAMICS.

#### EXPRESSION OF WORDS IN CONNECTION WITH SOUNDS.

Note.—The complaint is often made that the words cannot be heard, or are not carefully spoken in singing; but it cannot be expected that one who delivers the voice (tones) in a careless, indifferent, lifeless manner, should articulate or pronounce words in any other way, whereas, if the habit of a careful utterance or emission of tones has been formed, it is almost sure that there will be a corresponding attention to words. A proper production of tones is a prerequisite to a good enunciation of words.

§ 166. Vowel or Tonic Elements. It is upon the tonic sounds (vowels) only that the voice should dwell in singing. They should be formed with accuracy, and carefully prolonged, without change. To insure this, the same position of the vocal organs should be preserved during the whole continuance of a tone, no change or motion of the throat, mouth, or tongue, nor indeed of the head or body, should be permitted.

Note.—It is a very common fault for singers to pass from the tonic element, and to allow the voice to dwell upon a subordinate sound; as the vanish of a compound tonic element, or some succeeding or final consonant sound admitting of prolongation. Thus, for example, the word arm, is often erroneously sung a--r--m, or ar----m, instead of a---rm; the word great, is sung grea--e--t, or greae----t; the word charge, is sung cha----ge, or char----ge, instead of cha-----ge; the word fear, is sung fear----, or fe--ar---, instead of fe-----ar. It would be easy to multiply examples, but these must suffice.

§ 167. The most important vocal element to the singer is that which is heard in the word ah, and which is represented by the letter a with two dots above it, thus, ä. This is the richest, most open, broad, and euphonous sound that can be found in any language, or that can be produced by the human voice. It is also the most natural sound, for, while all other sounds require some preparation or modification of the vocal organs, this is produced by merely dropping the under jaw, so as to open the mouth in the most easy and natural way. It is of great importance that the pupil should acquire the true sound of this element, since it prepares the way for all the others. To convey with as great accuracy as possible a correct idea of it, the following list of words is given, in each of which it occurs:

Arm, ah, há, harm, bar, car, far, par, tar, aunt, daunt, gaunt, haunt, jaunt, taunt, father, saunter, gauntlet, barb, hark, mar, garb, harp, dart, cart, park, marl, snarl, barn, arch, harsh, balm, palm, charge, charm, psalm, farm, alarm, becalm, guard, lark, smart.

Note.—This is not the place to attempt a full description of the elements of the language; a teacher of vocal music must be supposed to be familiar with these. It may be well, however, to say, that the tonic element heard in the word Do (Doo), will be found very useful, especially for softening and smoothing the voice.

- § 168. Consonants. These should be delivered quickly, smartly, distinctly, and with the greatest precision. Yet, since they do not sing, they should be given with no more force than is necessary clearly to identify the word spoken. The neglect of a careful utterance of the consonants is a principal cause of indistinctness in the articulation of words.
- § 169. Common Errors. Errors in pronunciation are often heard not only in choirs, but also in the singing of those who have given much attention to the cultivation of the voice. The following are some of the most common faults:

- 1. The sound of a in fate for that of a in fat or hat; as atone for atone; other words in which the same error is often heard are, adore, among, amid, alone, amaze, alarm, awake, away, above, about, afar, again, agree, arise, &c.
- 2. The sound of i in pine for that of i in pin; as divert for divert; other words are, digress, direct, divulge, fertile, hostile, engine, &c.
- 3. The sound of o in no, for that of o in done; as, testimony for testimony; other words are, nugatory, patrimony, matrimony, dilatory, &c.
- 4. The substitution of er for ow: as foller for follow; other words are, window, sorrow, widow, pillow, shallow, fellow, &c.
- 5. The omission of g in such words as end with ing; as runnin for running; other words are, writing, speaking, walking, singing (sinin), &c.
- 6. The omission of the soft r; as, laud for Lord; other words are, storm, morning, war, far, star, depart; also, fust for first, bust for burst, &c.
- 7. The omission of the characteristic feature, or trilling of the hard r, in such words as great, gracious, grand, green, repent, return, rich, rest, rough, right, wrong, and generally where the r precedes a vowel.
- 8. The omission of the letter h, in such words as when, why, which, while, whence, hail, heaven, hope, happy, &c.
- 9. The aspiration of the h in words in which it should be silent, as humble for umble, &c.
- 10. The substitution of a harsh hissing sound (snake-like) for the more mild yet penetrating whistle which the letter s properly represents.
- 11. Cummand for command; the same error is heard in the words complete, comply, commend, correct, corrupt, &c.
- 12. Goodniss for goodness; the same error is heard in endless, matchless, boundless, anthem, forget, &c.
- 13. Evidunce for evidence; the same error may be observed in silence, prudence, ardent, excellent, providence, influence, contentment, judgment, even, &c.
- 14. Verbul for verbal; so, also, in infant, dormant, countenance, musical; also in appear, arrive, abjure, gentleman, &c.

- 15. Regelar for regular; so, also, in educate, singular, articulate, perpendicular. &c.
- 16. Joining the last letter of a word with the following word; this is a very common fault. The following examples, although they will not probably be found in a psalm or hymn, are excellent for illustration and practice:

A nice house, for an ice house. A nox, for an ox. This sour, for this hour. Such a notion, for such an ocean. The soldier's steer, for the soldier's tear. That last still night, for that last still night. On neither side, for on either side. Bear u' sonward, for bear us onward.

17. Without any attempt at classification, the following are given as specimens of common errors:

Agin for again.
Agane for again.
Solitood for solitude.
Toon for tune.
Yaller for yellow.

Mountaine for mountain.

Fountaine for fountain. Pasters for pastures.
Tew or tue for two.
Shell for shall.
Hed for had.

Hev for have. Sence for since. Setting for sitting. Wuth for worth. Fortin for fortune.

The word and is often narrowed down so as to sound like end, or yeard, yet with a kind of nasal snarl or mewl, by which it is easy to be distinguished from a proper human sound. Arnd is the opposite extreme, equally to be avoided.

The word amen should not be be sung amen, or ay-men, but always amen or

ah-men. Awe-men is the opposite extreme.

Jerüsalem is often improperly pronounced Jec-ru-say-lem.

#### § 170. A few hints follow:

- 1. The indefinite article, represented by the letter a, should never receive the sound of ā, (as in ale or in fate,) but a sound nearly the same as is heard in had or in hat; or perhaps a shade broader, or towards that of ä; yet it must never be ä (ah).
- 2. The definite article (th-e) should never receive the sound of thee, but when it comes before a vowel the e should receive nearly the same sound as is heard in the word pin, or perhaps a shade nearer to ē; when it occurs before a consonant, its vowel sound should be the same as that of the indefinite article.
- 3. The word my in the solemn style in which it usually occurs in psalmody, should receive the long sound of i, as my God, (mī); but in familiar style, even in sacred poetry, it should receive the sound of short i; in the passage

"I myself will awake right early," the word myself should be pronounced with the sound of i in him.

- 4. The termination ed in chanting the psalms, in such words as bless-ed, sav-ed, form-ed, prepar-ed, &c., should be distinctly pronounced as a separate syllable; the solemnity of the style requires it.
- 5. The word wind, in common conversation, and in reading prose, is universally pronounced with the sound of i as in pin, win, &c. In poetry, on the contrary, it is common to give it the sound of i in mind, find, &c. Professional singers always adopt the latter usage, and pronounce the word wind. Which of the two shall prevail in church singing should depend upon custom. As everything eccentric, affected, or pedantic should be avoided, perhaps the safest course for choirs is to follow the minister, and pronounce wind or wind, according to his example.
- 6. The word heaven is sometimes used by the poets in one and sometimes in two syllables; thus, in the line, "Bread of heaven," it is made to consist of two syllables; but in singing, as in speech, it should always be pronounced in a single syllable, or heav'n. The words lyre, wire, hour, &c., should also be pronounced in one syllable.
- § 171. Accent, Emphasis, and Pause. The laws to which accent, emphasis, and pause are subject in reading, should also be observed, generally, in singing; but if poetry is to receive a musical expression, it must be, to some extent, subjected to the laws of music; yet the laws of music must not be permitted to conflict with those of elocution, but such a liberal interpretation of both must be allowed as will enable the singer most happily and effectively to unite the two—speech and song.
- § 172. Finally, in all vocal performances close attention should be given to both words and music. The singer should grasp the spirit of both, and make them his own; he should make an entire surrender of himself to his work, throw in his whole soul into the performance, and produce a living song, which shall draw out and lift upwards his own heart, and the hearts of those who hear; so shall he produce the effects for which music is designed, and for which it is so admirably adapted.

# MUSICAL NOTATION IN A NUTSHELL.

# INTENDED FOR SKILLFUL TEACHERS AND APT PUPILS.

### CHAPTER I.

#### INTRODUCTORY.

- § 1. There are three departments in the elements of music, as follows:
  - 1. Rhythmics, treating of the length of tones.
  - 3. Melodics, treating of the pitch of tones.
  - 3. DYNAMICS, treating of the power of tones.

# CHAPTER II.

#### RHYTHMICS.

- § 2. The relative length of tones is ascertained by a supposed division of time as it passes, into equal portions; these portions of time are called Measures, or Parts of Measures.
- § 3. Measures and parts of measures may be indicated, 1st, to the ear, by equally counting or telling over the parts, as one, two; one, two, &c.; and 2d, to the eye, by motions of the hand ealled Beats, or Beating Time.
- § 4. A measure with two parts, having an accent on the first part, is called Double Measure, as one, two; one, two, &e.
- § 5. A measure with three parts, having an accent on the first part, is called TRIPLE MEASURE; as one, two, three; one, two, three, &c.
- § 6. A measure with four parts, having an accent on the first and third parts, is called QUADRUPLE MEASURE; as one, two, three, four; &c.
- § 7. A measure with six parts, accented on the first and fourth parts, is called Sex-
- § 8. Measures are represented to the eye by interspaces between vertical lines; the dividing lines are called Bars.
  - § 9. The relative length of tones is represented by characters called Notes.
  - § 10. Silenee is indicated by characters called Rests.

- § 11. There are several kinds of notes and rests in common use, as follows:—Whole note, (Semibreve), Half note, (Minim), Quarter note, (Crotchet), Eighth note, (Quaver), Sixteenth note, (Semiquaver), and thirty-second, (Demisemiquaver).
- § 12. By the addition of a dot, a note is made to represent a tone one half longer than it does otherwise; thus a dotted whole is equal to three halves, a dotted half is equal to three quarters, &c.
- § 13. The Quarter may be at first most conveniently taken as a standard of measurement, and from it the various lengths or forms of measure may be obtained; first, by the union of parts of measure, thus obtaining halves and wholes; and second, by a division of the parts of measure, thus obtaining eighths and sixteenths.
- § 14. Illustrations of the various forms of measure obtained by the union of parts of measure.

For Double measure, see "The Singing School," \( \) 31, page 11. For Triple " \( \) 38, " 12. For Quadruple " \( \) 46, " 13.

§ 15. Illustrations of various forms of measure obtained by dividing the parts of measure.

For these, see Elementary Exercises, page 49, and onward, and also see Vocalizing Exercises, page 67, and onward.

# CHAPTER III.

#### MELODICS.

- $\S$  16. Musical sounds (tones) when considered with respect to relative pitch, are arranged in a certain series, called the Scale.
- § 17. The Seale consists of eight tones; these are named from the names of numbers; ONE, TWO, THREE, FOUR, FIVE, SIX, SEVEN, EIGHT.
- § 18. In the earlier singing exercises, the following syllables are used in connection with the tones of the scale:—

Do, Re, Mi, Fa, Sol, La, Si, Do.

Note 1.—For pronunciation, see page 9, ◊ 18.

NOTE 2.—The syllables are mostly designed for those who are musically weak, or who are yet in their pupilage; they should not be continued too long, nor relied upon too exclusively. The pupils should be cautioned against regarding them as names for the tones, and the teacher should be careful never to use them as such. The vowel, or vocal sound, best adapted to singing exercises, or to training the voice, is that of ah, being the same as is heard in the first syllable of the word father.

- § 19. The absolute pitch of tones is indicated by letters, as: -A, B, C, D, E, F, G.
- § 20. The pitch C is taken at first as the basis, or as one of the scale, and the scale is then said to be in the Key of C. The order of the tones in the Key of C is as follows:
  - C, D, E, F, G, A, B, C. § 21. The relative pitch of tones is represented by a character called the Staff.
- § 22. The Staff consists of five lines with their interspaces. Each line and each space is called a Degree; thus the staff contains nine degrees.
- § 23. The compass of the staff may be extended by the spaces below and above, and also by additional lines, called ADDED LINES.
  - § 24. The scale may be represented in various positions on the staff.
- § 25. To fix the position of representing the scale, and to indicate absolute pitch, one of the letters is used as a guide, and when thus used it is called a CLEF.
- § 26. There are two clefs, or clef-letters, in common use: first, the F Clef, placed upon the fourth line, and second, the G Clef, placed upon the second line.

Note.—See example of the scale represented by both clefs, at page 10, \$ 26.

§ 27. The F clef is used for low male voices, or Base; the G clef is used for high male voices, or Tenor, and also for female voices both low and high, or Alto and Teeble. When used for Tenor voices, it signifies G an eighth or octave lower than when used for Alto or Treble.

Note.—The four parts are frequently represented on two staves, in which case the Tenor is written upon the same staff with the Base, with the F clef.

- § 28. Extension of the Scale. See p. 14.
- § 29. Intervals. See p. 16.
- § 30. The scale thus explained is called THE DIATONIO SCALE.

# CHAPTER IV.

#### CHROMATIC SCALE.

- § 31. In addition to the scale already explained, called the Diatonic Scale, there is another scale formed by the introduction of intermediate tones between those tones of the Diatonic Scale, which are separated by the interval of a step. This scale consists of thirteen tones, and twelve intervals of a half-step each; it is called the Chromatic Scale.
- § 32. The intermediate tones are named from either of the Diatonic Scale-tones between which they occur, with the addition of sharp or flat prefixed or annexed. Thus the intermediate tone between one and two may be named Sharp one, or Flat two.
- § 33. Characters called Sharps and Flats are used as signs of the intermediate tones, or of the tones named Sharp or Flat.
  - § 34. Sharps or Flats (signs) are cancelled by a character called a NATURAL.
  - § 35. Chromatic Scale represented. See p. 19, 20. (Halle.—3)

#### CHAPTER V.

#### TRANSPOSITION OF THE SCALE.

- § 36. When any other pitch than that of C is taken as one, the scale is said to be Transposed. Thus G may be taken as one, in which ease the scale is said to be transposed to G, or to the Key of G.
- § 37. In transposing the scale it is necessary to reject some of the tones in the given key, or the key from which the transposition is to be made, and to introduce in the new key certain intermediate tones, so that the scale-relationship may be preserved, or so that the scale-model or scale-pattern, as in C, may not be broken.
- § 39. The natural order of transposing the scale is by fifths or by fourths; in these transpositions there is but one tone in the given scale which will not be required in the new scale; consequently but one new tone (intermediate) will be required to form the new scale. The scales of one and of its fifth, or of one and of its fourth, are, therefore, said to be closely related.
- \$ 39. First transposition by fifths from C to G. In this transposition the tone F is dropped, and the tone F sharp is introduced, and thus the proper form of the scale is secured. The sign or Signature of the Key of G is one sharp.
- § 40. Second transposition by fifths from G to D. C is dropped, and C sharp is introduced. The Signature of the Key of D is two sharps.

For the further transposition by fifths, see p. 24.

- § 41. First transposition by fourths, from C to F. In this transposition the tone B is dropped, and the tone B flat is introduced. The Signature of the Key of F is one flat, or B flat.
- § 42. Second transposition of the scale by fourths, from F to B flat. E is dropped, and E flat is introduced. The signature of the Key of B flat is two flats, or B flat and E flat.

For the further transposition by fourths, see p. 25.

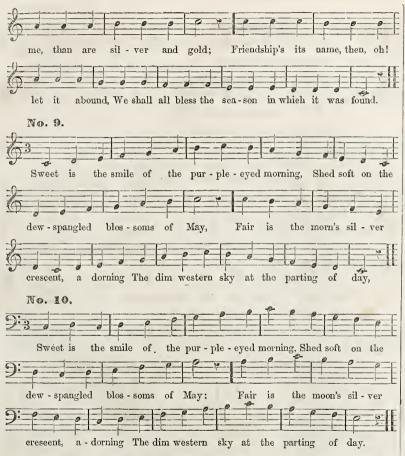
- § 43. The Minor Scale, see pages 17 and 21.
- § 44. Dynamics, see page 27.

The foregoing summary or nutshell view of elementary matter, it is believed, will be quite sufficient for ordinary class teaching. A good teacher will be able to make such illustrations of the forms of characters on the black board, or such reference to them, or to the more extended view of elementary principles contained in the foregoing pages, as may be best adapted to promote the interests of his class, or as circumstances may seem to require. Explanations, definitions, or descriptions, should be short, occupying only a small portion of the time devoted to the singing lesson. Let the teacher say but little, and let the pupils sing much, for it is only through the appropriate exercise or action of the pupils themselves that improvement is to be expected.

# ELEMENTARY EXERCISES.

The following Exercises should be sung sometimes slower, and sometimes quicker; sometimes louder, and sometimes softer; sometimes to La, sometimes to syllables, and sometimes to poetry.



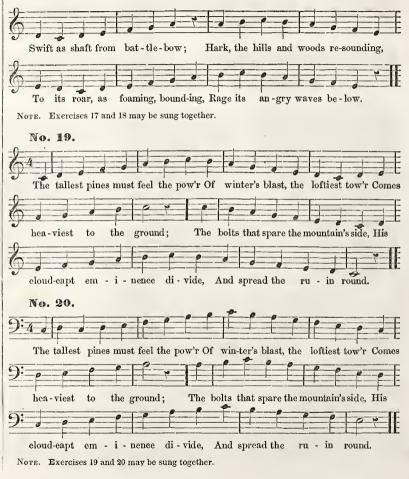


Note. Exercises 9 and 10, may be sung together; let the class be divided, and while the first division sings 9, let the second division sing 10; then change, and let the first division sing 10, and the second division sing 9. The division may be made according to sex, or otherwise.





12.











#### ELEMENTARY EXERCISES.



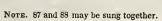








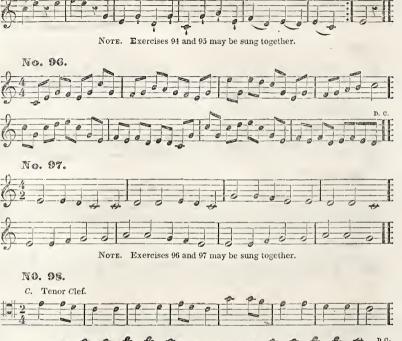






Note. Exercises 90 and 91 are given as specimen of different varieties of measure. They are the same to the ear, and only differ in the noting, or in the characters by which they are represented.





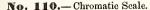
Note. Exercises 97 and 98, only differ in notation; they represent precisely the same thing, both as respects time and tune.

No. 99.

Sharp-four and Flat-six. Five will serve as a guide to either of these tones.







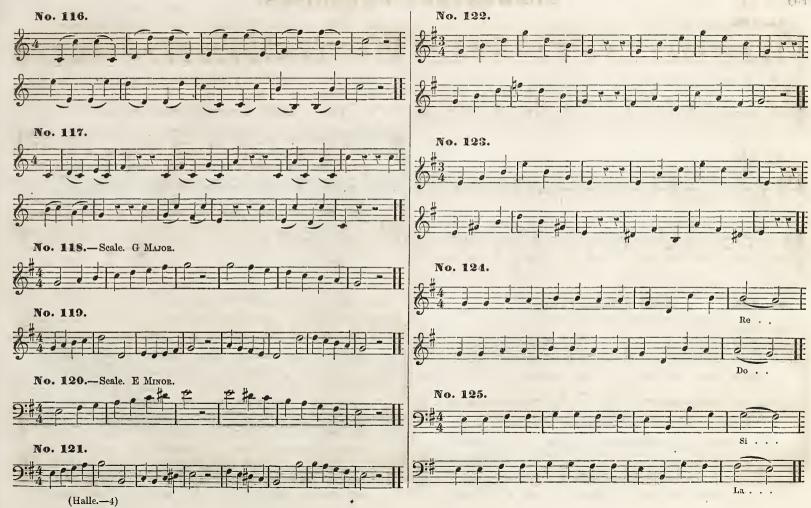


Note. The following lessons (111 to 116) may be sung responsively by two divisions, the first division singing the first two notes, and the second division the last two notes of each measure. They should be sung both with and without the slurs.





















a - way, we will sing our part-ing lay, And



then we'll quickly haste, haste

\* Close here.



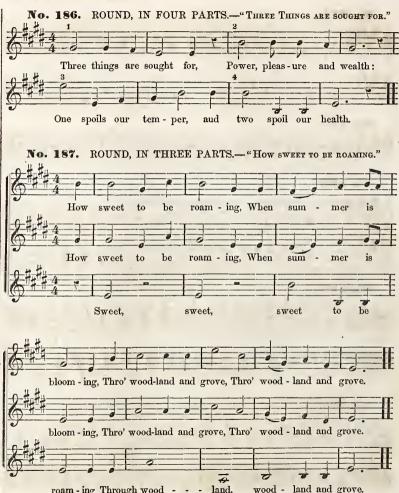
Cuckoo!































"BELLS ARE RINGING."

From "the Shawm,"

at rest.

rest.

at rest, Oh,



au - burn

- long;





going backwards.



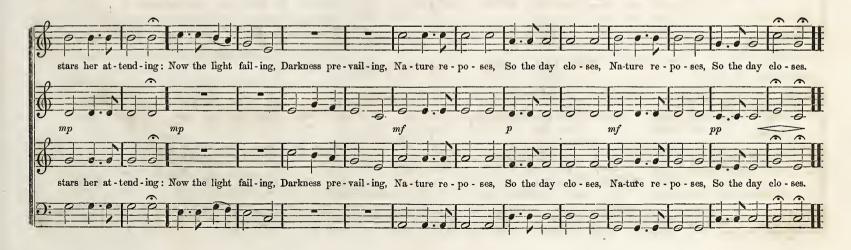




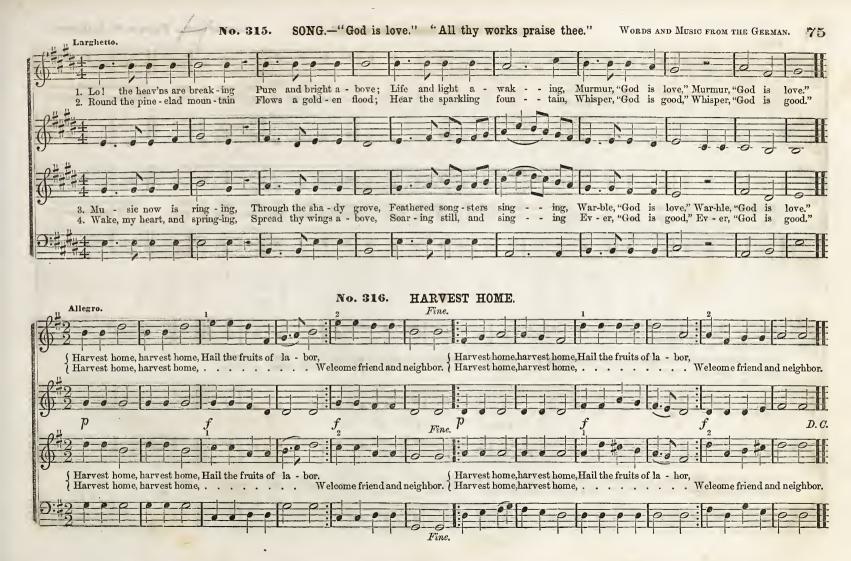




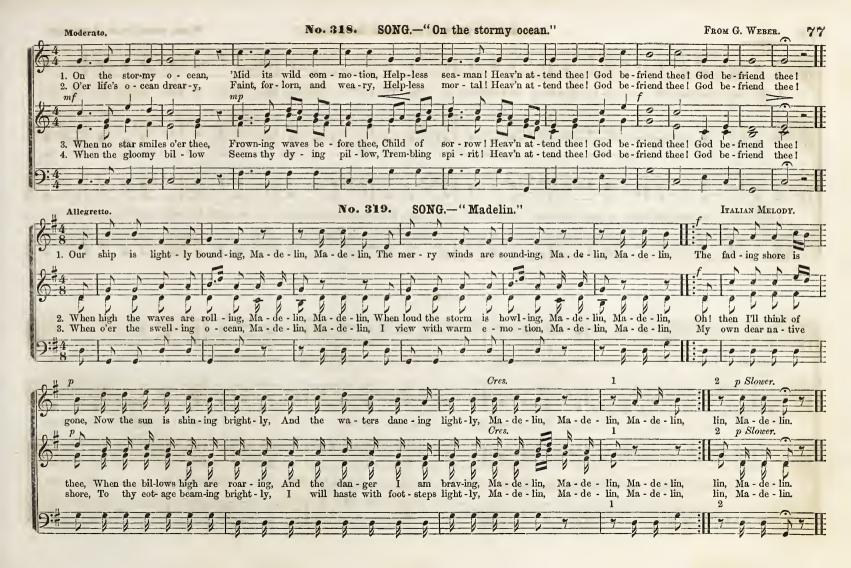




















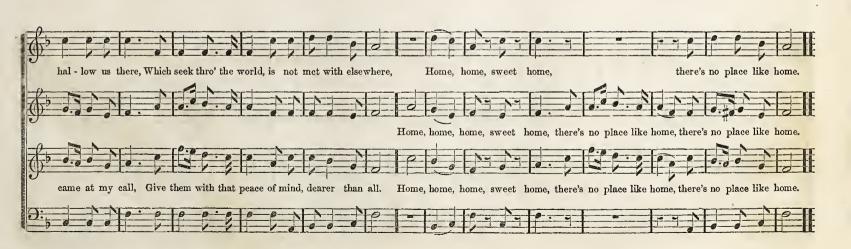


<sup>\*</sup> This beautiful song is admirably adapted to the training of a choir to Piano, to a perfect blending of voices, and to a subdued, gentle, quiet, and noiseless style of singing.

† "Lyre" should be pronounced in one syllable; so, also, "wire."

† The time may be slackened a very little here, but should not drawl





progration and





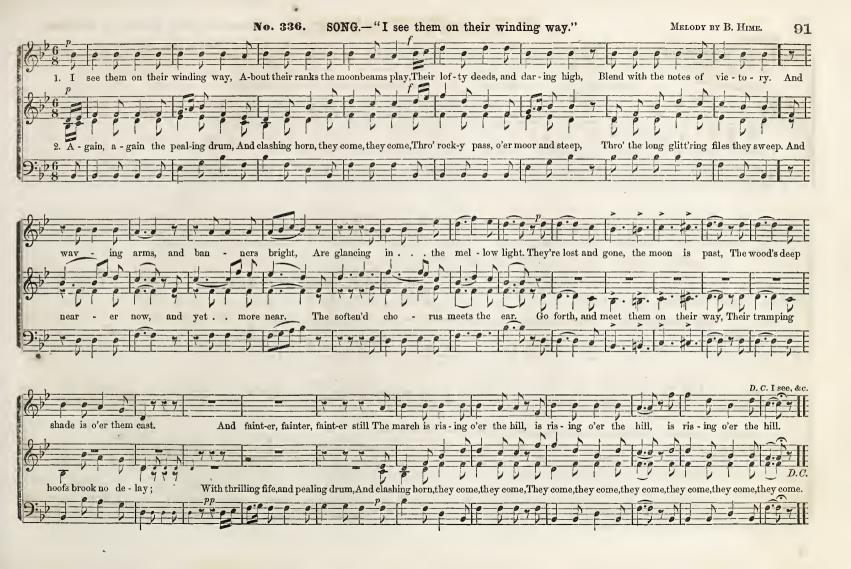


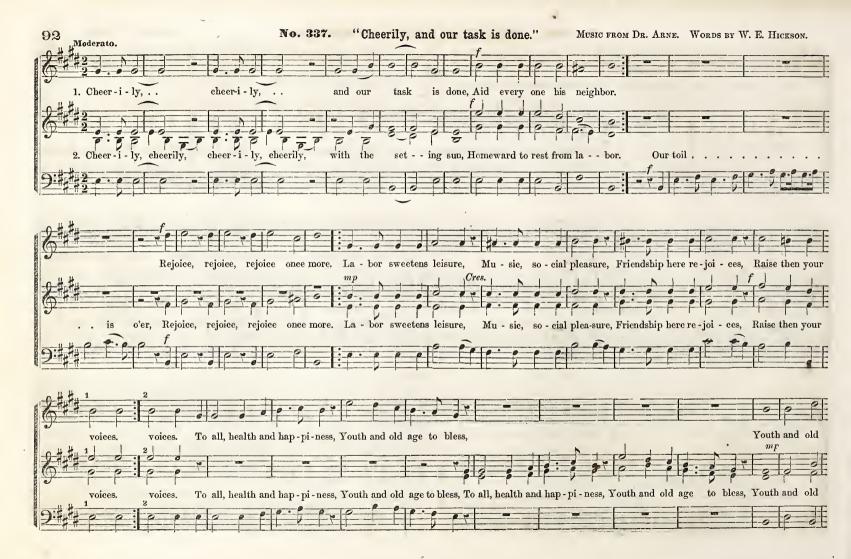














## TABLE I.

## Metrical and Descriptive Tables of Congregational Tunes.

In the following table we have attempted to give a general idea of the character of some of the best congregational tunes, by dividing them into throc classes.

In class 1st will he found the names of tunes suited for hymns of a bold and joyful character.

2d. The names of such tunes as arc suited for hymns of a medium character. A large portion of the hymns belong to this class.

3d. The names of such tunes as are suited for hymns plaintive or mournful.

This classification is quite arbitrary; so that in some cases a tune might, with propriety, be removed from one class to another. A congregation when moved, so as to enter heartily into the psalmody, will so sing as to make almost any tunc appropriate; a good tune, of general character, will yield or accommodate itself to the prevailing state of feeling among the people.

In addition to these three classes, we have added the names of a few tunes, less congregational in their character, but which may be occasionally sung, per-haps, with good effect. As singing progresses among a people, more elaborate tunes may be introduced; provided, however, that the very simple or true con-gregational style shall always he continued. This will be needful so long as the declaration of the Saviour remains true-" The poor yo bave always with you."

#### LONG METRES. 1. Bold, Joyful. Saxony ...... 131

Old Hundredth..... 129 Arda ..... 115

Dusseldorf	
Lotha	104
Iosco	130
Rockingham	

Angel's Song	310	ī
Weighhouse	102	ı
Watts	130	l
Melcombe	130	ı
Bava	131	1
Evening Hymn	132	ı
Uxbridge	133	ı
Hebron	133	ı
Wenfield	319	ı
	010	ı
3. Plaintive, Mournful.		1
Ulm	102	ı
Tatian	119	ł
Hartland	132 134	
Windham	124	ï
4. More Difficult Tunes.		Ì
Becker	101	١
Cuminington	115	ı
Curwen	122	ı
Duke Street	136	1
Overberg	107	ı
Ernan	128	ı
Federal Street	135	ı
Florence	126	ı
Hamburg	134	ı
Ingbam	135	1
Kinlock	118	ı
		ı
		ı
CONTRACTOR REPORTS		1
COMMON METRES.		
1. Bold & Jovful.		
St. Anne's Bold & Joyful.	176	
1. Bold & Jovful.	176 177	
1. Bold & Joyful. St. Anne's London Collins	177 181	
1. Bold & Joyful. St. Anne's	177	
1. Bold & Joyful. St. Anne's. London Collins. Lutzen Munich	177 181	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune.	177 181 177 178 183	
1. Bold & Joyful. St. Anne's London Collins Lutzen Munich New York Tune. St. Bernard	177 181 177 178 183 183	
1. Bold & Joyful. St. Anne's. London Collins. Lutzen Munich New York Tune. St. Bernard Tallis	177 181 177 178 183 183 180	
1. Bold & Joyful. St. Anne's London Collins Lutzen Munich New York Tune. St. Bernard	177 181 177 178 183 183	
1. Bold & Joyful. St. Anne's London Collins Lutzen Munich New York Tune. St. Bernard Tall's York	177 181 177 178 183 183 180	
1. Bold & Joyful. St. Anne's London Collins Lutzen Munich Munich New York Tune. St. Bernard Tallis York  2. Medium.	177 181 177 178 183 183 180 176	
1. Bold & Joyful.  St. Anne's  London  Collins  Lutzen  Munich  New York Tune  St. Bernard  Tallis  York  2. Medium.	177 181 177 178 183 183 180	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune St. Bernard Tallis York  2. Medium. Palestrina Baldwin	177 181 177 178 183 183 180 176	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune. St. Bernard Tall's York  2. Medium. Palestrina Baldwin Nottingham	177 181 177 178 183 183 180 176 182 139 184	
1. Bold & Joyful.  St. Anne's  London  Collins  Lutzen  Munich  New York Tune.  St. Bernard  Tallis  York  2. Medium.  Palestrina  Baldwin  Nottingham  Phuyah	177 181 177 178 183 183 180 176 182 139 184 178	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich Munich New York Tune. St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford	177 181 177 178 183 183 180 176 182 139 184 178 177	
1. Bold & Joyful.  St. Anne's  London  Collins  Lutzen  Munich  New York Tune  St. Bernard  Tallis  York  2. Medium.  Palestrina  Baldwin  Nottingham  Phuvah  Bedford  Eckley	177 181 177 178 183 183 180 176 182 139 184 178 177 185	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich Munich New York Tune. St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford	177 181 177 178 183 183 180 176 182 139 184 178 177	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune St. Bernard Tall's York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford Eckley Evan Malton.	177 181 177 178 183 183 180 176 182 139 184 178 177 185 181	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune. St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuwah Bed ford Eckley Evan Malton Mear	177 181 177 178 183 183 180 176 182 139 184 178 177 185 181 309	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune St. Bernard Tall's York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford Eckley Evan Malton Mear. Sanford	177 181 177 178 183 183 180 176 182 139 176 184 177 185 181 309 180 306	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune. St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuwah Bed ford Eckley Evan Malton Mear Sanford Soroto	177 181 177 178 183 183 180 176 182 139 184 177 185 181 309 180	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune. St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford Eckley Evan Malton Mear Sanford Soroto Notting Hill	177 181 177 178 183 183 180 176 182 139 184 178 177 185 181 177 185 181 181 191 191 191 191 191 191 191 191	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford Eckley Evan Malton Mear. Sanford Soroto Notting Hill Shorne	177 181 177 178 183 183 180 176 182 139 184 178 177 185 181 309 180 179 185	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich Munich New York Tune. St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford Eckley Evan Malton Mear. Sanford Soroto Notting Hill Shorne.	177 181 177 178 183 183 180 176 182 139 184 177 185 181 309 180 306 306 179 185 162	
1. Bold & Joyful.  St. Anne's London Collins Lutzen Munich New York Tune St. Bernard Tallis York  2. Medium. Palestrina Baldwin Nottingham Phuvah Bedford Eckley Evan Malton Mear. Sanford Soroto Notting Hill Shorne	177 181 177 178 183 183 180 176 182 139 184 177 185 181 309 180 306 179 185 183	

Marlow	
	188
Winthrop	17-
WinthropYuba	18:
Cedar	186
Chilton	18-
Deufield	188
Martyr	182
Eusebius	18:
Edecolds	104
3. Plaintive, Mournful.	
	100
Bonn	176
Grafton	179
Windsor	175
Sellinge	181
Martyrs	175
Antwerp	178
Elder	179
Cincinnati	173
	2
4. More Difficult.	
	100
Balerma	190
Dédham	189
Gibson	139
Bartlett	166
Elim	186
Fleming	187
Lacey	187
Litchfield	191
Medfield	190
Ortonville	187
Peterborough	191
Rissab	186
Stephens	189
And many others.	100
arma many ources	
SHORT METRES.	
1. Bold & Joyous.	
	211
1. Bold & Joyous.	211 211
1. Bold & Joyous. Laban	
1. Bold & Joyous. Laban	$\frac{211}{211}$
1. Bold & Joyous.  Laban	211 211 197
1. Bold & Joyous. Laban Camelou. Pultiney	211 211 197 214
1. Bold & Joyous.  Laban Camelou Pultney Eror Dover Mornington	211 211 197 214 212
1. Bold & Joyous. Laban Camelou. Pultiney	211 211 197 214
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola	211 211 197 214 212
1. Bold & Joyous.  Laban Camelon. Puttney Eror. Dover. Mornington Argola.  2. Medium.	211 211 197 214 212 198
1. Bold & Joyous.  Laban  Camelon. Pultney  Eror  Dover  Mornington  Argola  2. Medium.	211 211 197 214 212 198
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola  2. Medium.  Conley Littleton	211 211 197 214 212 198 213 210
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola.  2. Medium.  Conley Littleton Irving	211 211 197 214 212 198 213 210 213
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola 2. Medium.  Conley Littleton Irving Badea	211 211 197 214 212 198 213 210 213 212
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola  2. Medium.  Conley Littleton Irving Badea St. Michael	211 211 197 214 212 198 213 210 213 210 210
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola 2. Medium.  Conley Littleton Irving Badea	211 211 197 214 212 198 213 210 213 210 215
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola  2. Medium.  Conley Littleton Irving Badea St. Michael State Street Olmutz	211 211 197 214 212 198 213 210 213 210 210
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola  2. Medium.  Conley Littleton Irving Badea St. Michael State Street Olmutz	211 211 197 214 212 198 213 210 213 210 215
1. Bold & Joyous.  Laban  Camelon  Pultney  Eror  Dover  Mornington  Argola  2. Medium.  Conley  Littleton  Irving  Badea  St. Michael  State Street  Olmutz  Summerson	211 211 197 214 212 198 213 210 213 210 215 214
1. Bold & Joyous.  Laban Camelon Pultney Eror Dover Mornington Argola  2. Medium.  Conley Littleton Irving Badea St. Michael State Street Olmutz	211 197 214 212 198 213 210 213 210 211 210 214 194

Cbaplin	Ohio 238
Boylston 214	Jaynes
Noyes 202	Laneton 23
2 Disinting Wayners	8's, 7's, & 4's,
3. Plaintive, Mournful. Southwell 210	Cecil 243
St. Brides	Smyrna
Hobart 216	James
Bethnal	Calvary
Hereford 207	J.
nerelora	7's & 6's.
4. More Difficult.	Missionary Hymn 259
St. Thomas	Burnet 257
Silver Street	7's, 6's & 7.
Firth	Amsterdam 970
Wesley	Amsterdam 270 Richmond 270
Scott 202	_
Raffles	8's.
tames 201	Duncan
	It is not supposed to be important to
	extend this table to the more unusual
L. P. M.	metres.
Nashville	
Charles	
Charles	TABLE II.
C. P. M.	THORE II.
Clinton 218	In the following table we have given.
Hinsdale	by way of sample, the names of a very
Sidney	few of the best congregational tunes that
·	ever have, or that we suppose ever will
S. P. M.	be written.
Dalston	L. M.
Henderson	Old Hundredth 129
H. M.	Iosco 130
Rees 224	Saxony 131
Santee	Lotha 104
Thornhill	0.75
Church Street	Phuvah
Waldo 225	Tallis
	Dundee
7's.	Dundec 170
Lubeck	Windsor 175
	Windsor 175
St. Nicolai	Windsor
St. Nicolai       232         Nuremberg       233	Windsor
St. Nicolai       232         Nuremberg       233         Arvah       227	Windsor
St. Nicolai     232       Nuremberg     233       Arvah     227       Kenwood     235	Windsor
St. Nicolai     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233	Windsor
St. Nicolai     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Olner     235	Windsor. 175 St. Michael 210 Badea 212
St. Nicolai.     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Oher     235       Sandlin     234	Windsor
St. Nicolai     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Olner     235       Sandlin     234       Oza     228	Windsor. 175 St. M. 210 Badea 212  TABLE III.
St. Nicolai     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Oher     235       Sandlin     234       Oza     228       Vernon     229	Windsor
St. Nicolai     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Olner     235       Sandlin     234       Oza     228	Windsor. 175 S. M. St. Michael 210 Badea 212  TABLE III. In this table a few tunes are named, which, being generally known, are there-
St. Nicolai     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Olner     235       Sandlin     234       Oza     228       Vernon     229       Norwich     233	St. Michael St. M. St. Michael 210 Badea 212  TABLE III.  In this table a few tunes are named, which, being generally known, are therefore, perhaps, among the best to be used
St. Nicolai.     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Olner     235       Sandlin     234       Oza     298       Vernon     299       Norwich     233       8's & 7's.	St. Michael 210 Badea 212  TABLE III.  In this table a few tunes are named, which, being generally known, are therefore, perhaps, among the best to be used at first, or in the introduction of congre
St. Nicolai.     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Olner.     235       Sandlin     234       Oza     228       Vernon     229       Norwich     233       8's & 7's,       Temple     240	Windsor. 175  S. M. St. Michael 210 Badea 212  TABLE III.  In this table a few tunes are named, which, being generally known, are therefore, perhaps, among the best to be used at first, or in the introduction of congregational singing.
St. Nicolai.     932       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Ober     235       Sandlin     234       Oza     228       Vernon     229       Norwich     233       8's & 7's       Temple     240       Bishopsgate     237	St. Michael 210 Badea 212  TABLE III.  In this table a few tunes are named, which, being generally known, are therefore, perhaps, among the best to be used at first, or in the introduction of congregational singing.  L. M.
St. Nicolai.     232       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Ober     235       Sandlin     234       Oza     228       Vernon     229       Norwich     233       8's & 7's.       Temple     240       Bishopsgate     237       Manton     237	Windsor. 175  S. M. St. Michael 210 Badea 212  TABLE III.  In this table a few times are named, which, being generally known, are therefore, perhaps, among the best to be used at first, or in the introduction of congregational singing.  L. M. Old Hundredth 129
St. Nicolai.     932       Nuremberg     233       Arvah     227       Kenwood     235       Latrobe     233       Ober     235       Sandlin     234       Oza     228       Vernon     229       Norwich     233       8's & 7's       Temple     240       Bishopsgate     237	St. Michael 210 Badea 212  TABLE III.  In this table a few tunes are named, which, being generally known, are therefore, perhaps, among the best to be used at first, or in the introduction of congregational singing.  L. M.

	Ohio 238
214	Jaynes 236
209	Laneton
aintive, Mournful.	8's, 7's, & 4's.
210	Cecil 243
	Smyrna 246
	James
	Calvary 246
	7's & 6's.
More Difficult.	Burnet 259
	Darmet 251
216	7's, 6's & 7.
204	Amsterdam 270
204	Richmond
202	8's.
	8'S.
	Duncan
	It is not supposed to be important to
	extend this table to the more unusual
TDM	metres.
L. P. M.	<del></del>
217	
211	TABLE II.
C. P. M.	TROUB II.
	In the following table we have given,
218	by way of sample, the names of a very
219	few of the best congregational tunes that
	ever have, or that we suppose ever will
S. P. M.	be written.
	L. M.
220	Old Hundredth 129
77 76	Iosco
н. м.	Saxony
224	Lotha
	C. M.
225	Phuvah
	Tallis 180
7's.	Dundee 175
232	Windsor 175
232	S. M.
	St. Michael
227	Badea
235	214
233	
	TABLE III.
228	TUDIA III.
	In this table a few tunes are named,
233	which, being generally known, are there-

# DESCRIPTIVE TABLES.

Windham 130	Kelviu 120	Shannon	TABLE V.	Now unto him that is able304
Hamburg	Lehanon121	Franklin	TADLE V.	Now unto the King347
Duke Street	Enodia	Coghlan		O love the Lord
	Zelter 123	Chathain	babbath morning nymns and tunes, for	O praise God362
C. M.	Winter	Ridge	enon performance.	Our soul waiteth
Dundee	Gonda	Humber	Morna 113	Pray for the peace
Grafton 179	donda 120	Stratford	EKIAD4	Sanctus, 1, 2, & 3285, 297, 343
Marlow 188	2 a. Triple time tunes of smooth and	Frazer	Dadell 127	Sing, O heavens
Arlington	gentle flow, suited to hymns of high lyric	Reefe	Bavaria 146	The grace of our Lord
Dedham	character. This class of tunes should	Locke	Huron 193	The Lord hath prepared
Downs 189	never he sung to hymns of description or	Mitford	Knox 164	The Lord is gracious330
Stephens 189	narration.	Ubes	Ostend 16/	The Lord is merciful342
Balerma 190	Psalter 97	Holbein	Eror 197	The Lord is my strength329
Peterborough 191	Burnham	Campton	Ewer 208	The righteous shall he glad317
0.36	Elkson	Campion:	Elha 209	Thine, O Lord, is the greatness346
S. M.	Roseland	2 a.	Olean 236	Wait on the Lord
Olmutz	Lambert	Lee	Temple 240	What shall I render331
Boylston 214	Fabius 100	Rogers 155	James 244	When marshalled on312
Dover	All Sajuts	Melton	Hewel 250	Who, O Lord, when life is o'er283
St. Thomas		Solway		Tr Bo, O Lord, which life is o el265
7's, &c.	2 h. Tunes to which such hymns may	Olena	of classification further, but are prevented	2d. Those which are suited for choir
Nuremberg	be best sung as are didactic, or have	Rhine	hy want of room.	practice, concerts, festivals, and special
Sicily 242	hut little emotional character.	Abridge 191		occasions.
Pleyel's Hymn	Garda	0.1		
Missionary Hymn	Wenfield	2 b.		All nations whom Thou hast made286
Greenville 242	Elway 330	Sanford	DESCRIPTIVE TABLE OF	Blessed he the Lord forevermore308
	Elton	Malton 309	ANTHEMS.	Christ was horn (Carol)
	Drew	Rodney		Father! forgive the tears313
	Touro 108	Winthrop	Ist. Those which are suited to ordinary	Glory be to the Father
TABLE VI.		Arlington		Glory to God! for now343
THE 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3. Plaintive, Mournful.	Sunter		Go not far from me
We have here named a few among the	Tatian 119			Good king Wenceslas (CAROL)352
many new tunes which will be found in-	Lyman	3. Plaintive, Mournful.		Hallelnjah97
teresting and valuable for choirs.	Danhy 121	Malva	Blessed are	Hallelujah336
L. M.	Rodman 125	Shorne 162	Blessed be the Lord forevermore285	I waited patiently310
1 D-13 6 Torofol		Bonn		I will magnify thee
1. Bold & Joyful.	C. M.	Grafton	Blessing and glory and wisdom344	Let every heart rejoice315
Grove	1 Deld & Tembri	S. M.	Blest hour! when mortal man318	Loud through the world336
Gilmer	i. Dola os objiai.			O Zion, that bringest339
Cheshire	Slundy 137	1. Bold, Joyful.	Come let us join to sing298	Praise him with gladness348
Fredcrica 103	Bolton	Preston		Praise the God of Israel326
Milford	Aachen	Elsworth		Praiso the Lord when
Monroe 105	Boulder	Goshen	God is our refuge346	
Erk	Carlow	Sandford 202		
Elbe	Acre	Milo	Grant, we beseech thee338	
Asola 112	Genoa 149	Tyne	Great is the Lord345	Thanks to God349
Erin 118	Barre	Elba 209	Hallelujah! hlessing and glory292	The breaking waves301
Delta 119	Wickford	2. Medium.	Hear my cry	The morning sun is shining332
Elkton 120	Dighton	Hager	He shall come down320	'Twas about the dead of night
2. Medium.	Sill	Townsend		(CAROL)35?
Linden 104	Chelsea	Rayford	Holy Lord God285, 297, 343	NoteAny of the anthems belonging to
Ulster		Gihson 195	I waited patiently	the first class may, according to circum-
Overherg	Oder	Moravia 196		stances, be introduced into the second;
	Auburn		Make a joyful noise322	and some of those in the second class may
Morna 113		Maple	My voice shalt thou hear322	occasionally he used with propriety in the
Malta 114	2. Medium.	Raffles	My song shall be of mercy 300	ordinary worship of the Sahbath.
Ekland	Parthia	Scott	Not unto us	
	· · · · · · · · · · · · · · · · · · ·			

# THE HALLELUJAH.





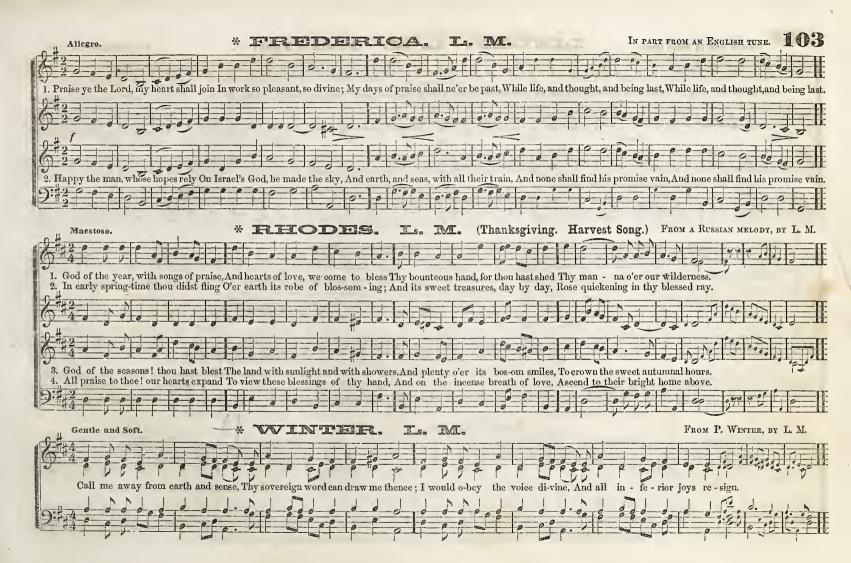




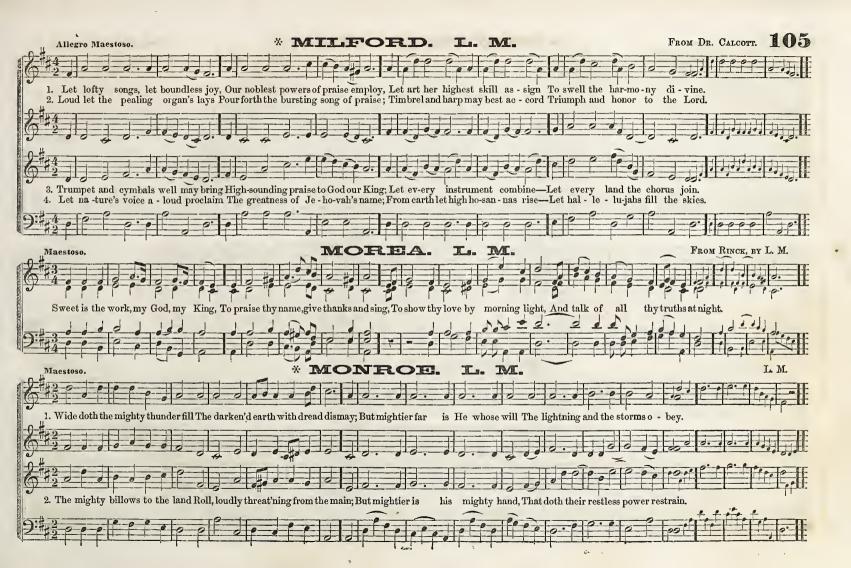












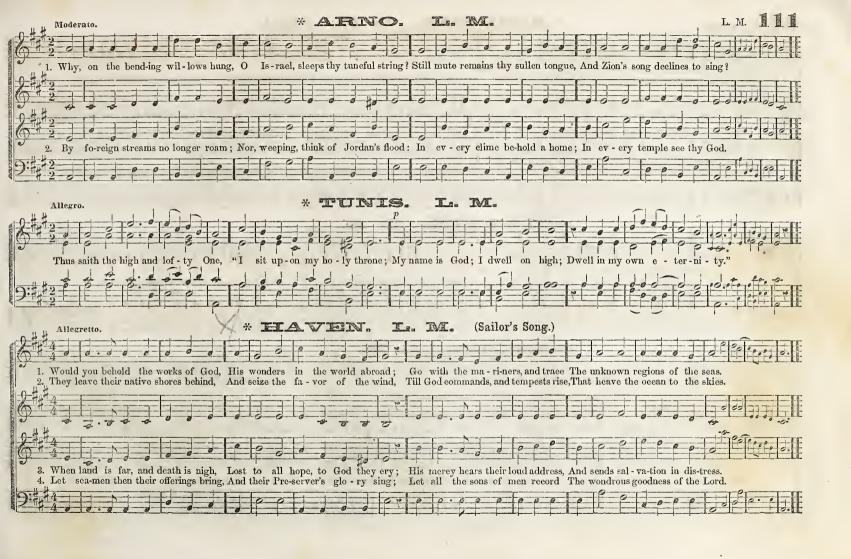


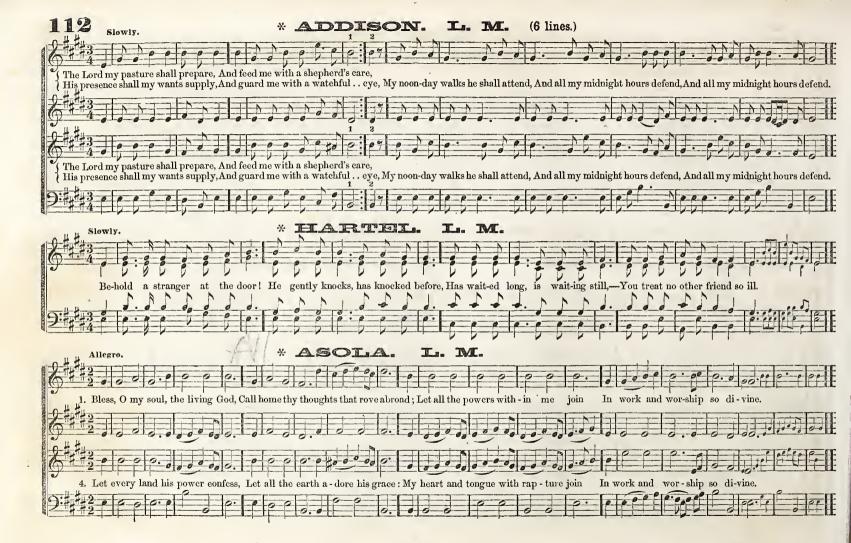




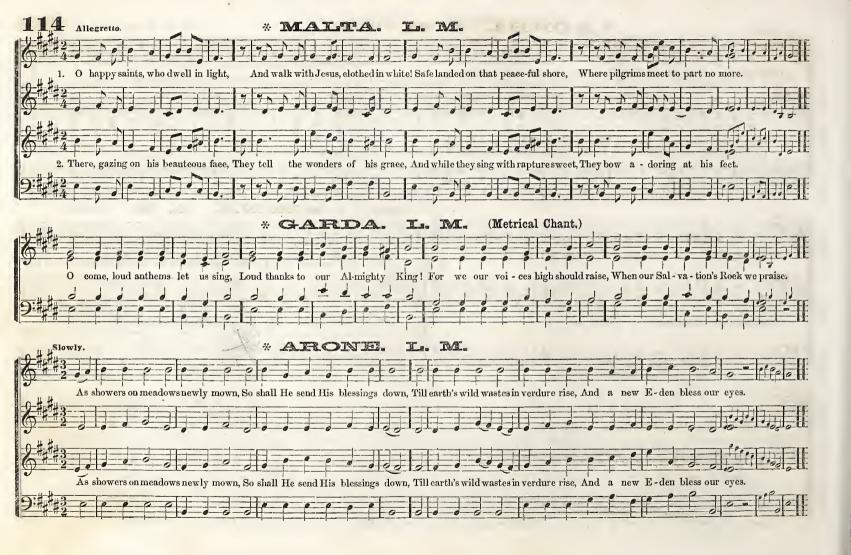


























3. All fragrant here, as Sharon's rose, And free as wavy ocean flows, Be thy salvation, through his name, Whom here thy servants shall . . pro - claim.
4. O come, and in this favor'd hour Display thy soul-con-vert-ing power; Make it from age to age appear, Thousands were born to glory here, Thousands were born to glory here,

1. Display the soul-con-vert-ing power; Make it from age to age appear, Thousands were born to glory here, Thousands were born to glory here.







\* The small notes are for instruments.

2. E-ter-nal are thy mercies, Lord! E-ter-nal truth attends thy word; Thy praise shall sound from shore to shore, Till suns shall rise and set no more, Till suns shall rise and, etc.



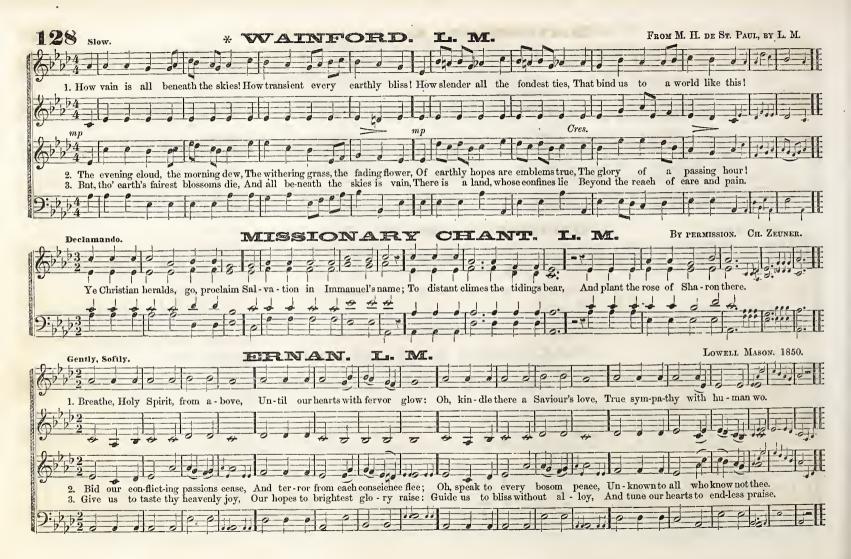






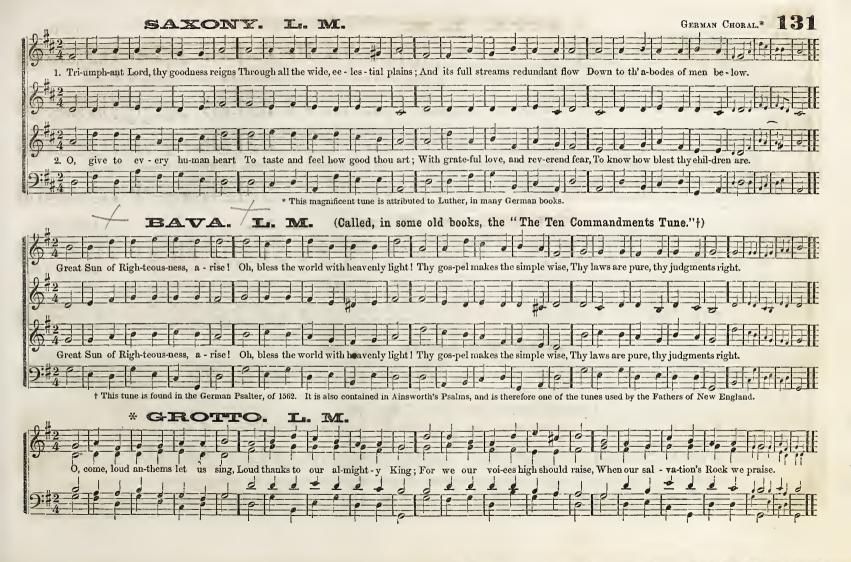
of his glo - ry nigh, In language that no tongue can speak.

3. Mark but that radiance of his eye, That smile upon his wasted cheek: They tell us

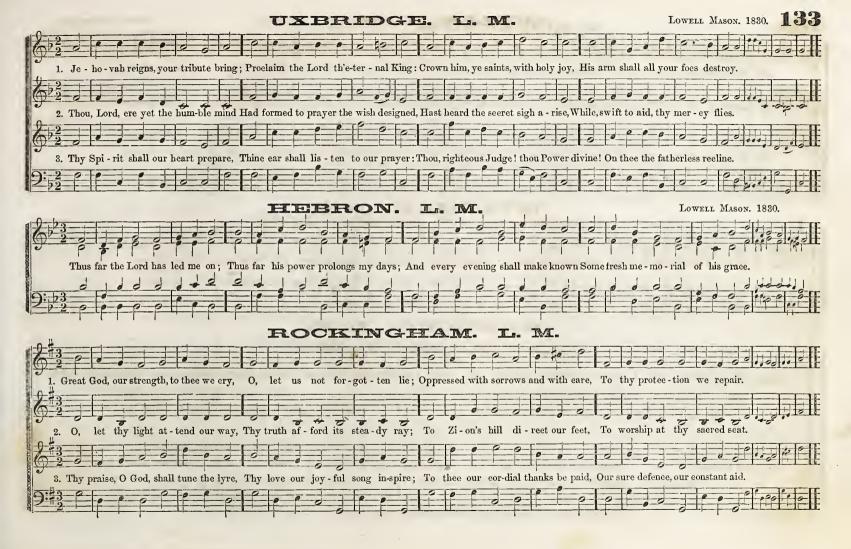


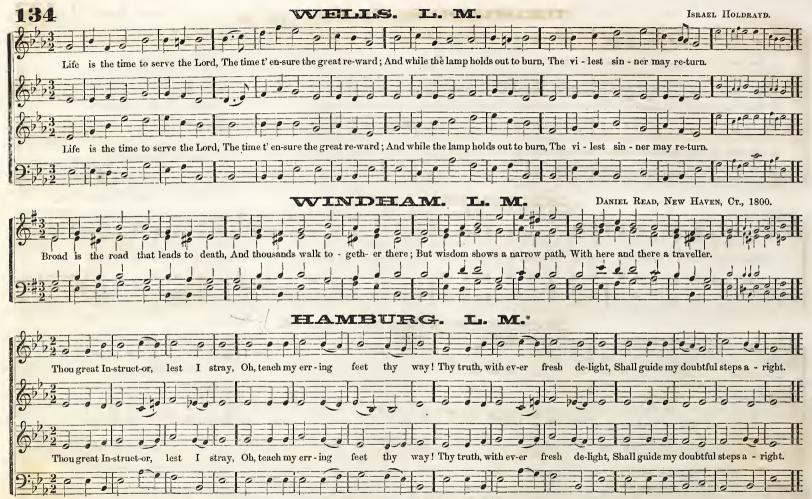




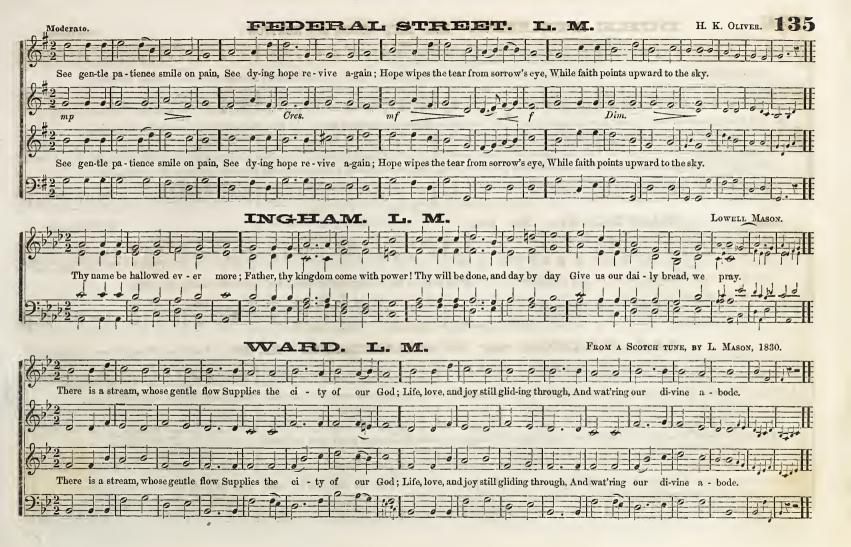


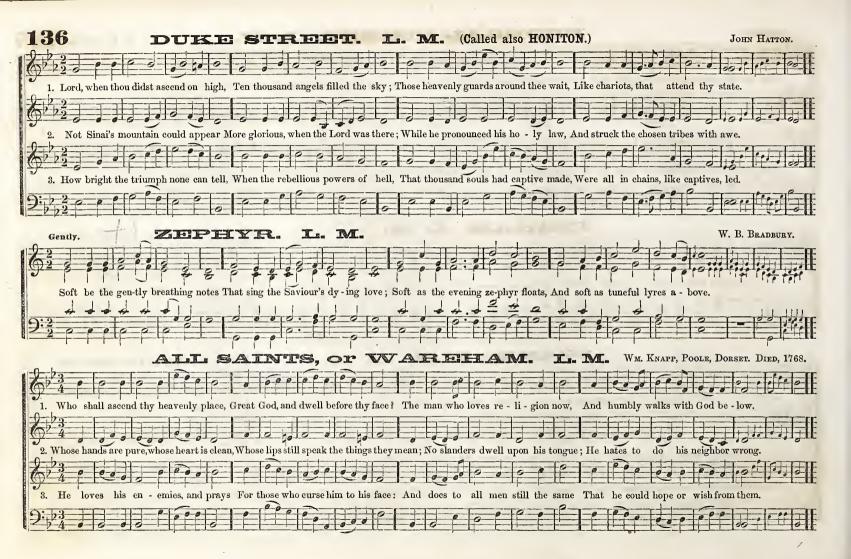




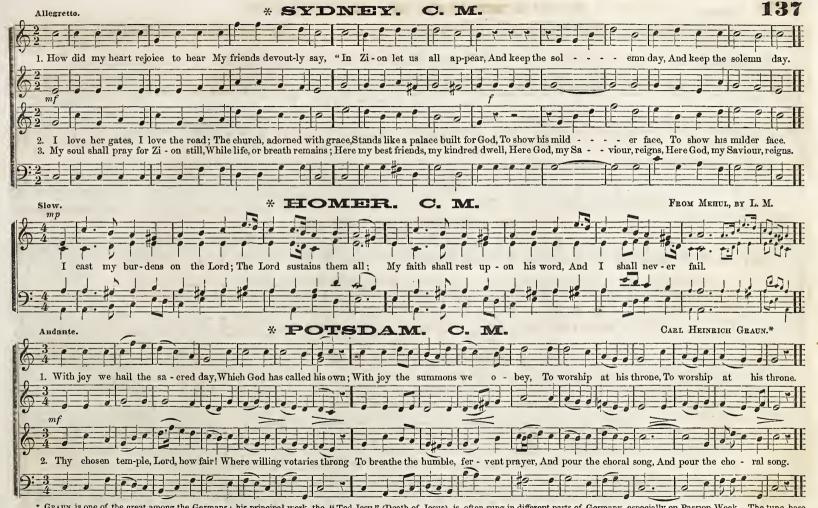


\* Arranged from the Gregorian Tone I, and first published as a Metrical Tune, by Lowell Mason, 1825.





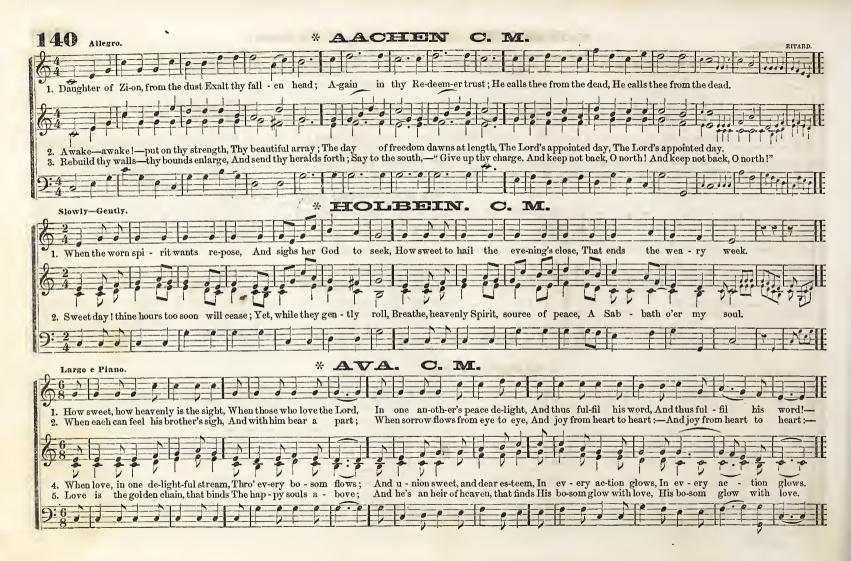


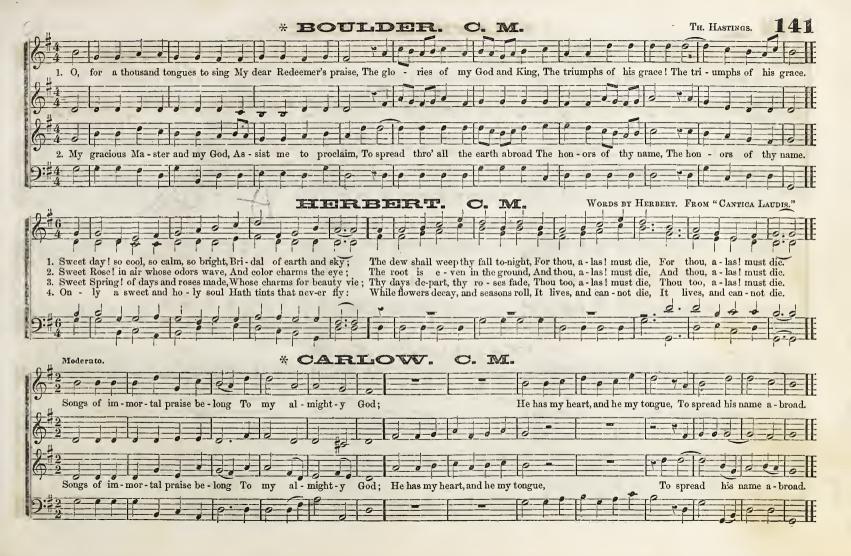


<sup>\*</sup> Graun is one of the great among the Germans; his principal work, the "Tod Jesu" (Death of Jesus) is often sung in different parts of Germany, especially on Passion Week. The tune here given is a favorite, and is found in very many German books.

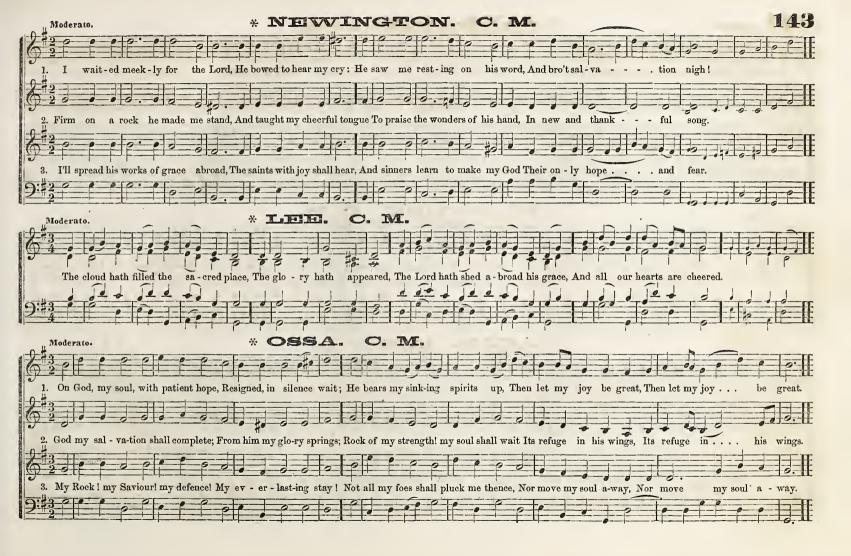




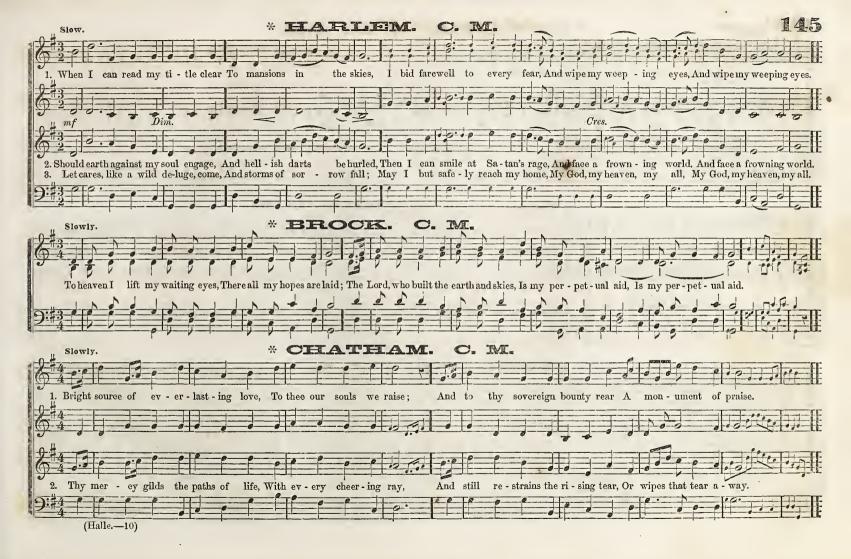






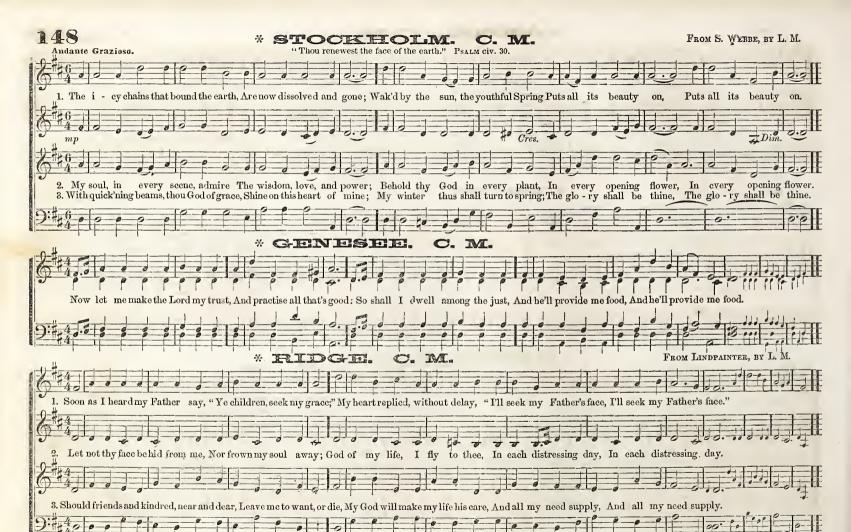












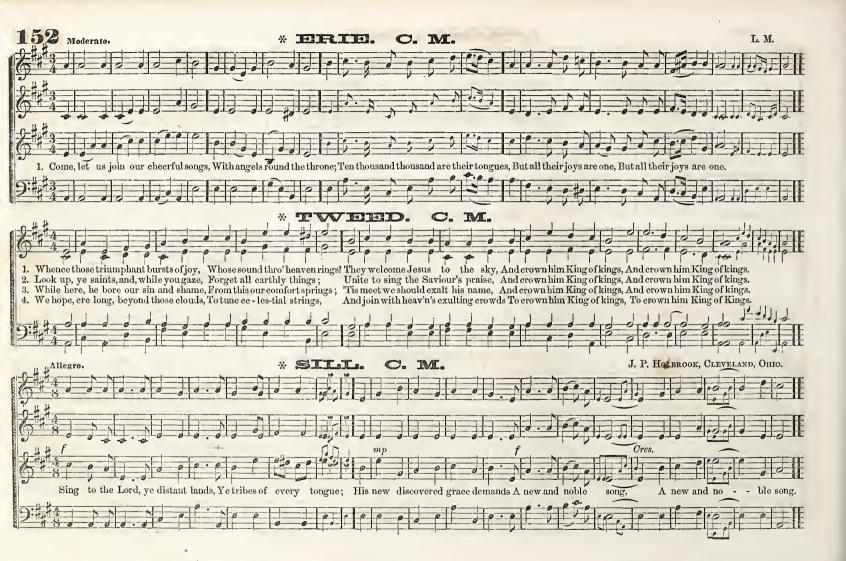




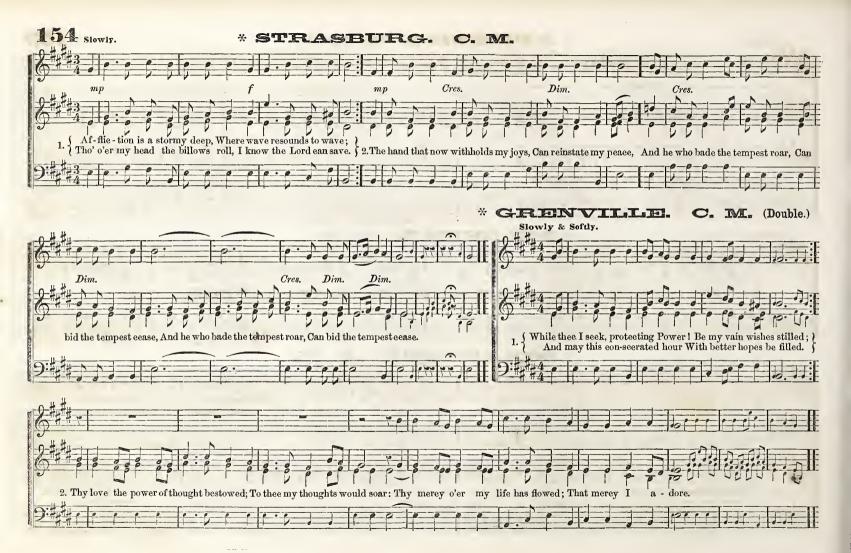
















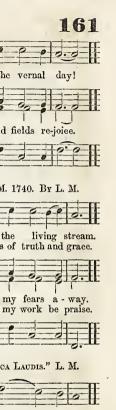




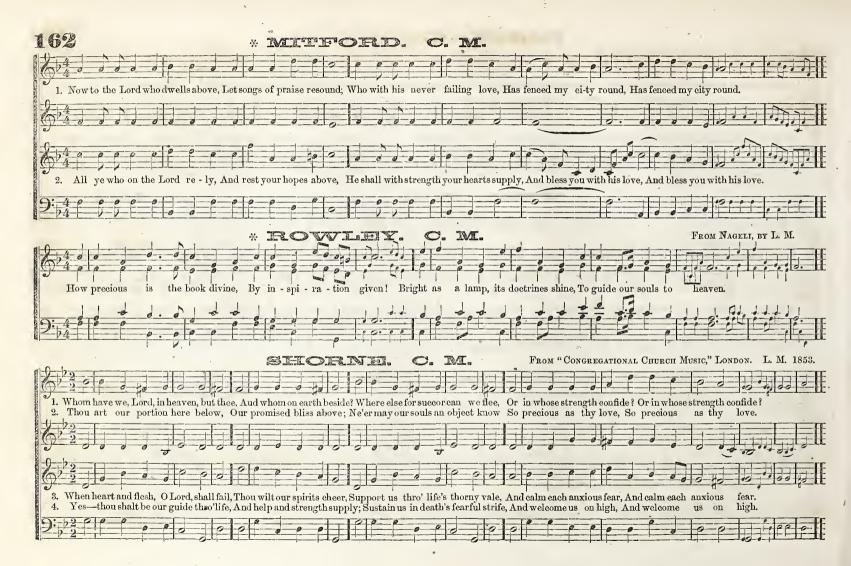


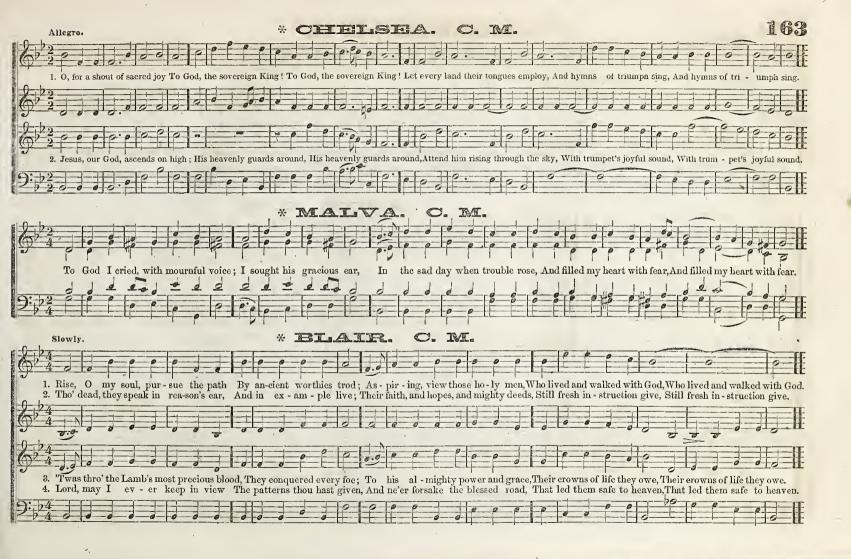












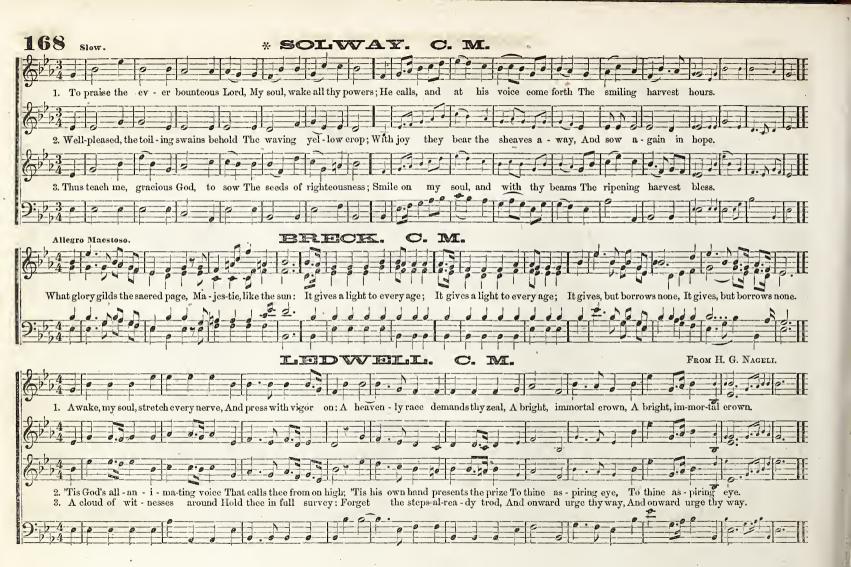




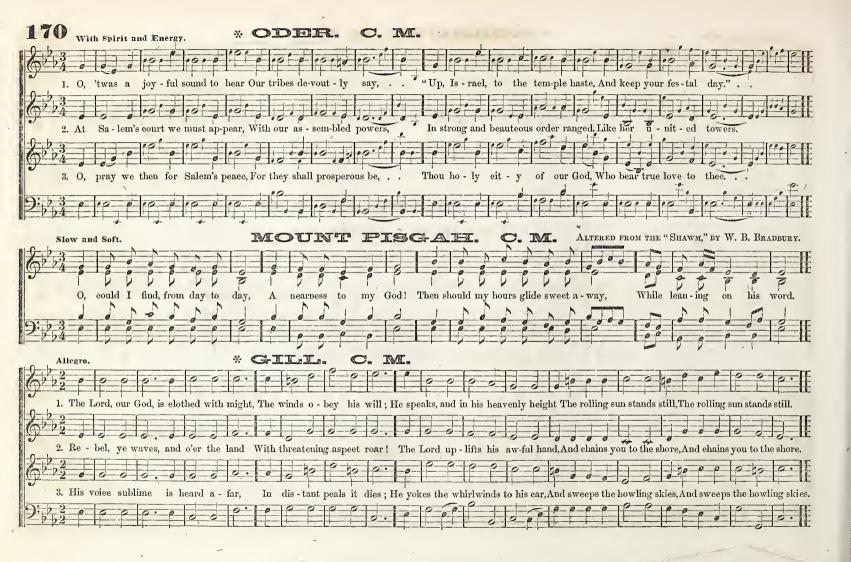


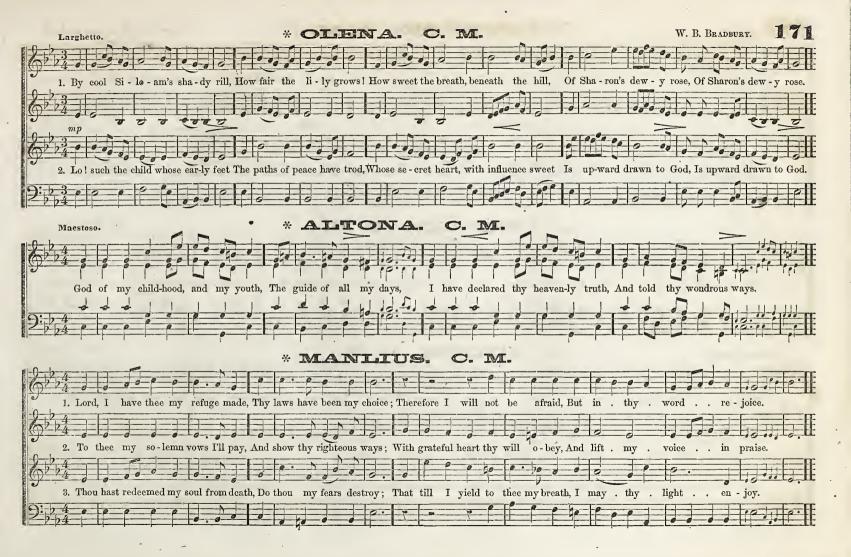








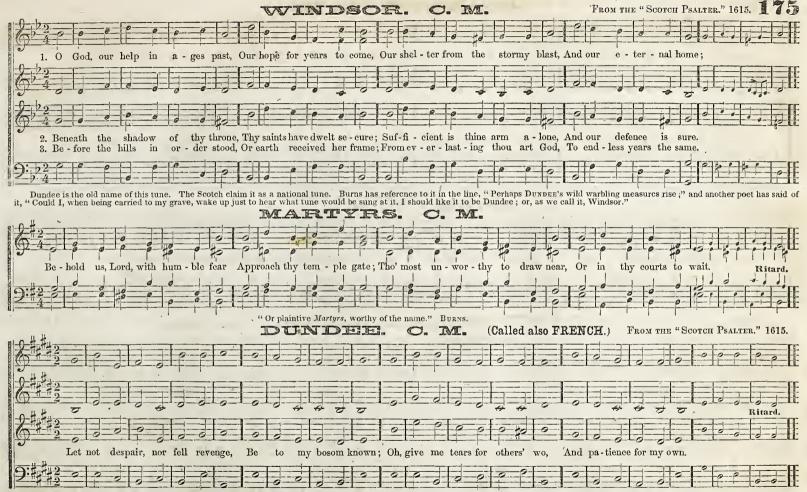












The name of this tune in the old books is Frenck. The Dundee of Scotland is the same as the Windsor of most of the English and American books of Psalmody. This tune, though written in minims, is to be sung in the same time as is Windsor, or Martyrs. There is no objection in tunes of this class, to such consecutive 5ths as occur between the Tenor and the Base, in passing from the third to the fourth line.



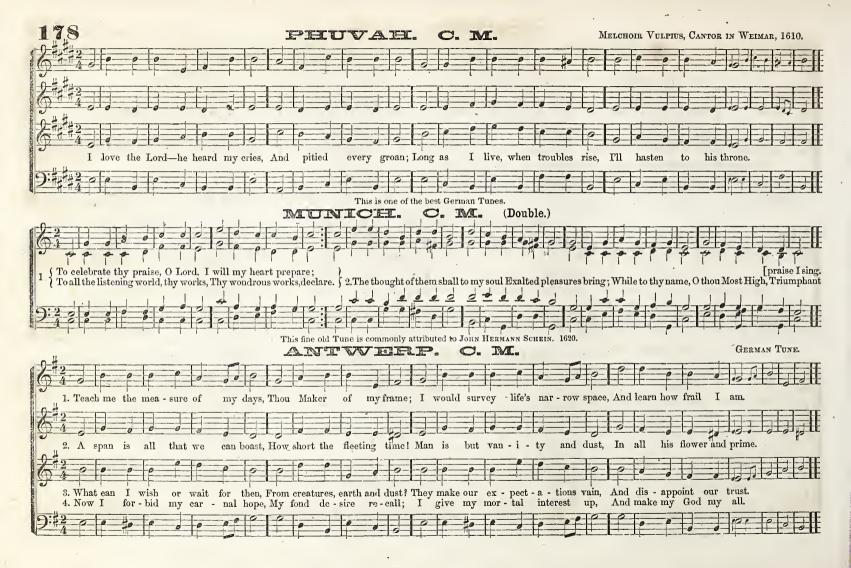
"This," says Rev. Mr. Havergal, "is a deservedly admired tune, and quite in old style. It has been attributed to Dr. Croft, but is probably much older."—RIMBAULT. The cadence at the end of the third line, is, in many books, made in G; we have preferred the arrangement found in the old Psalters, and which is also given by Rev. Mr. Havergal in his excellent Manual of Old Psalmody.

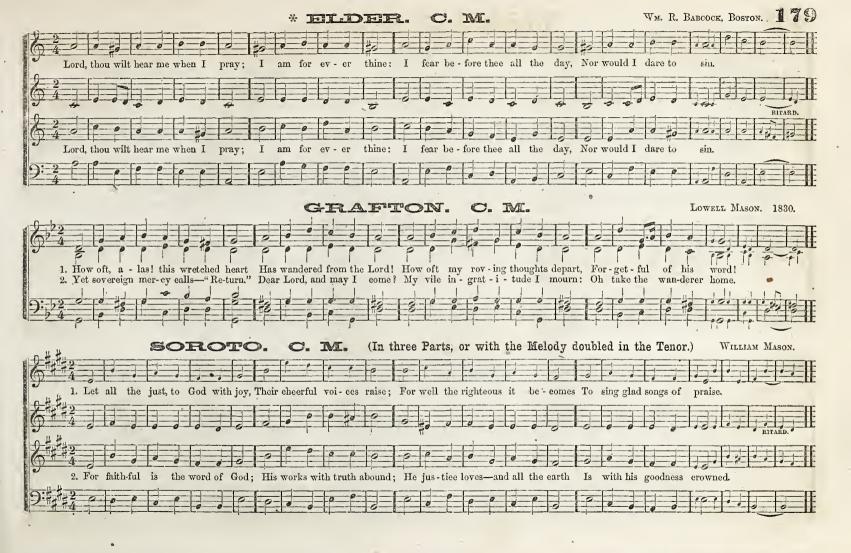


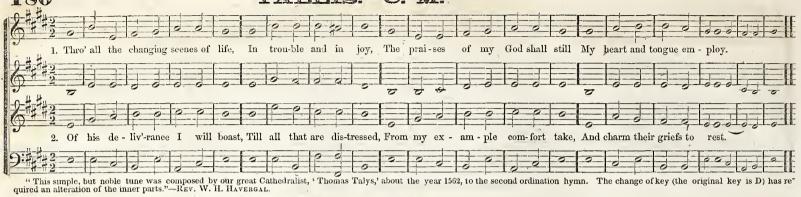
"Next to the Old Hundredth, this was once the most popular tune in England. The Scotch call it Stilt, and claim it as their own. There are three harmonized versions of it in Ravenscroft: two by John Milton, the father of the poet, and one by Simon Stubbs." It has often been attributed to Milton as its author: but he only "composed it into parts."



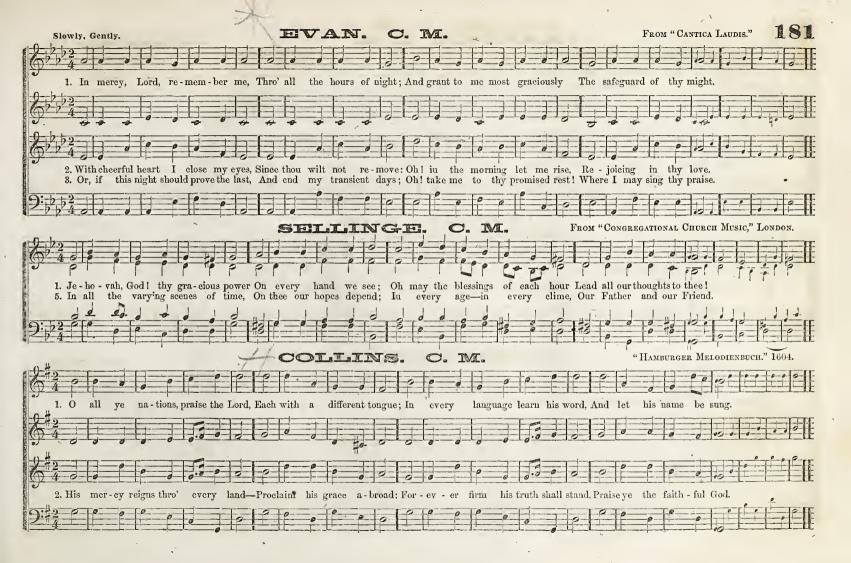




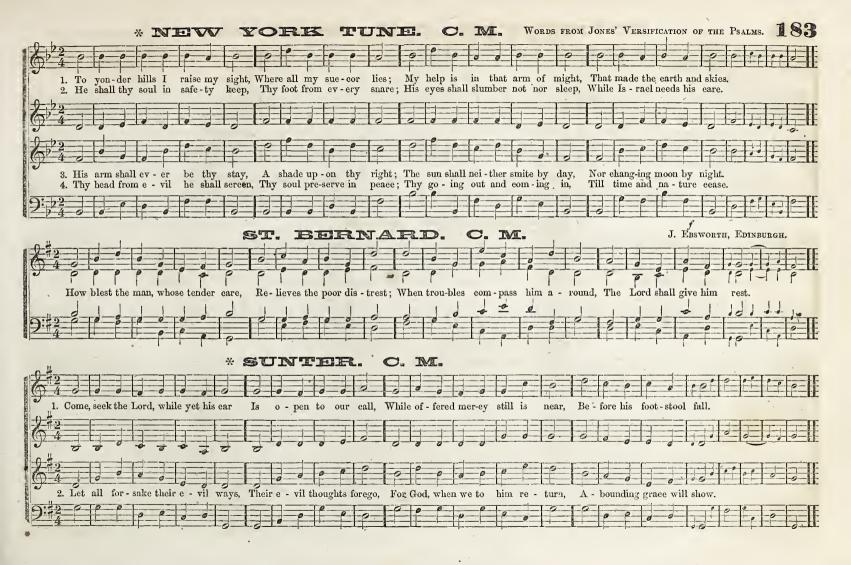


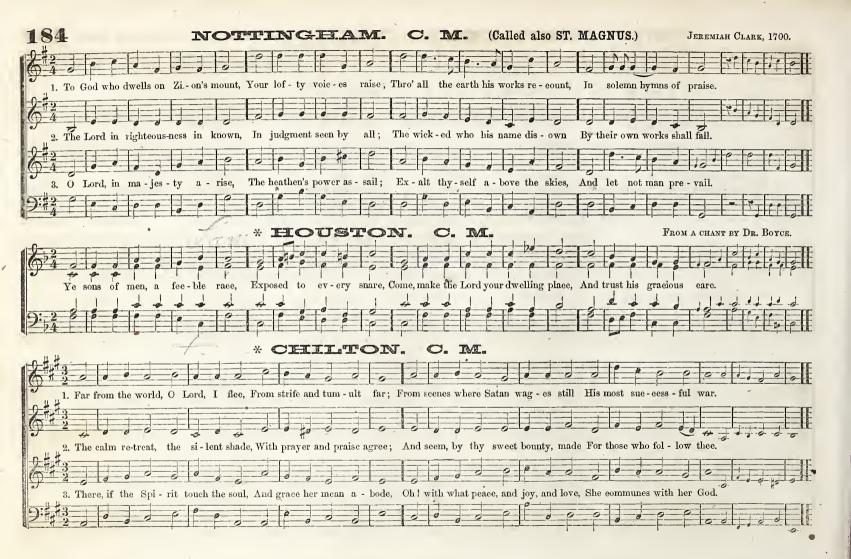




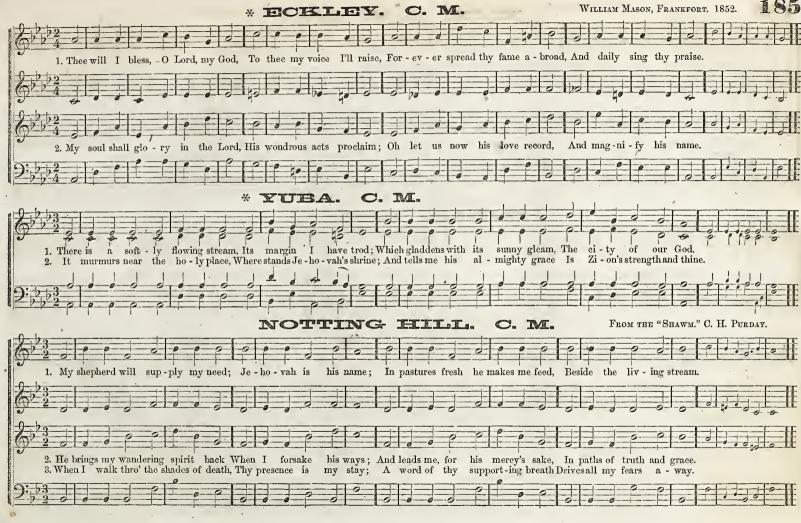


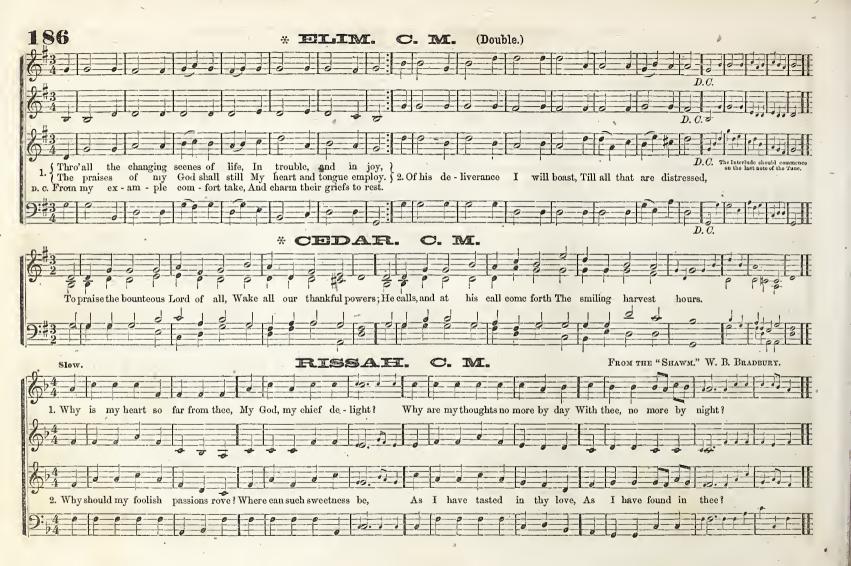






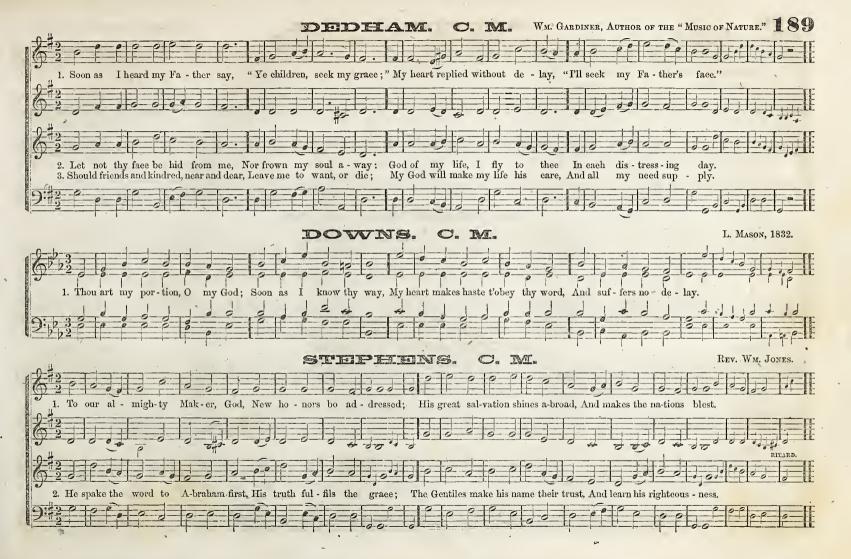


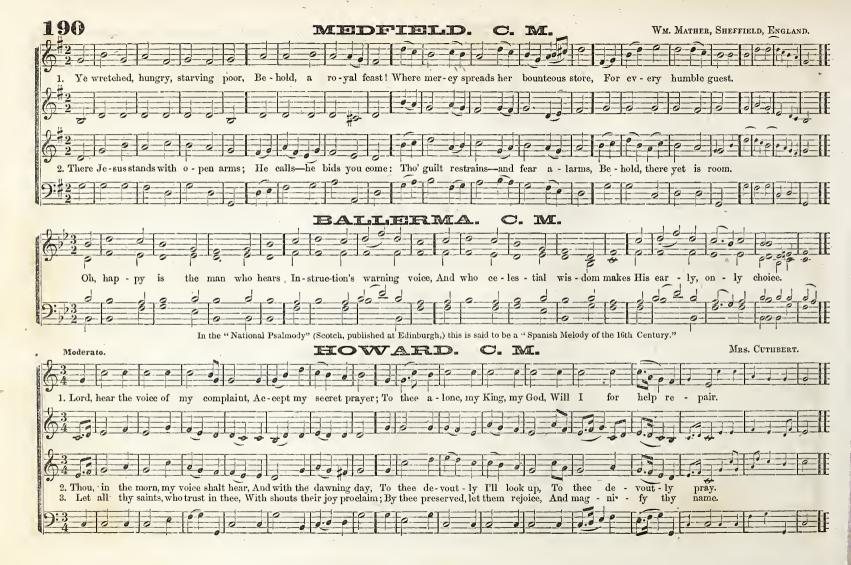








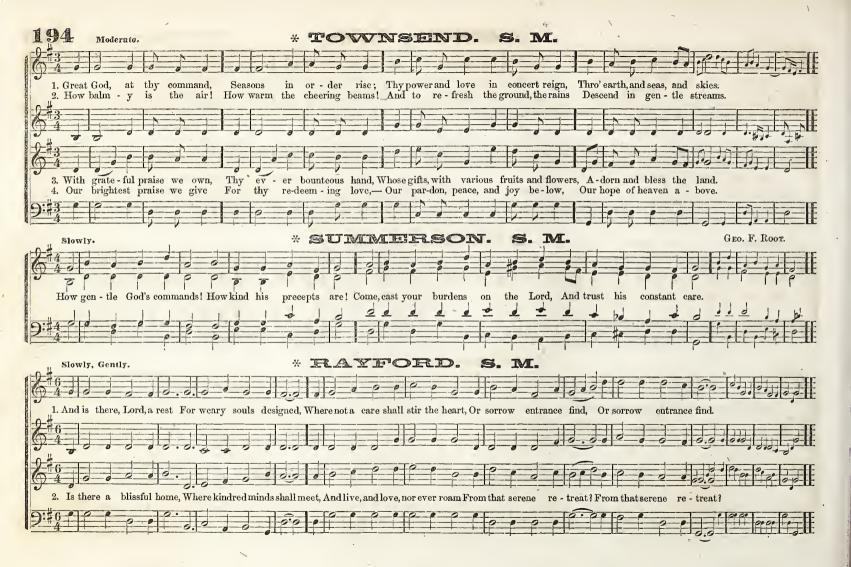


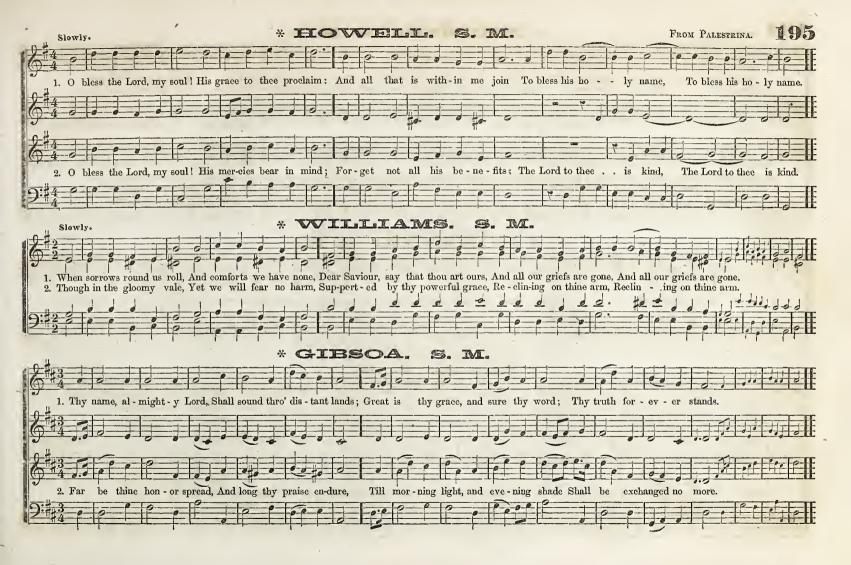




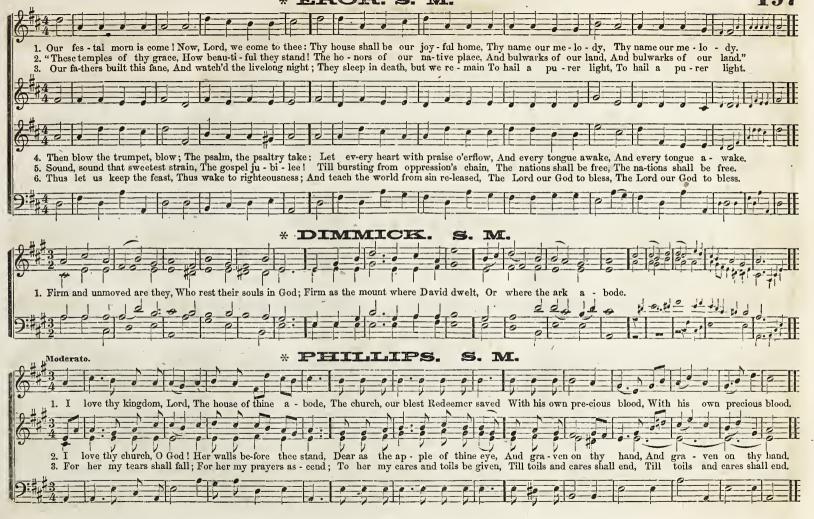


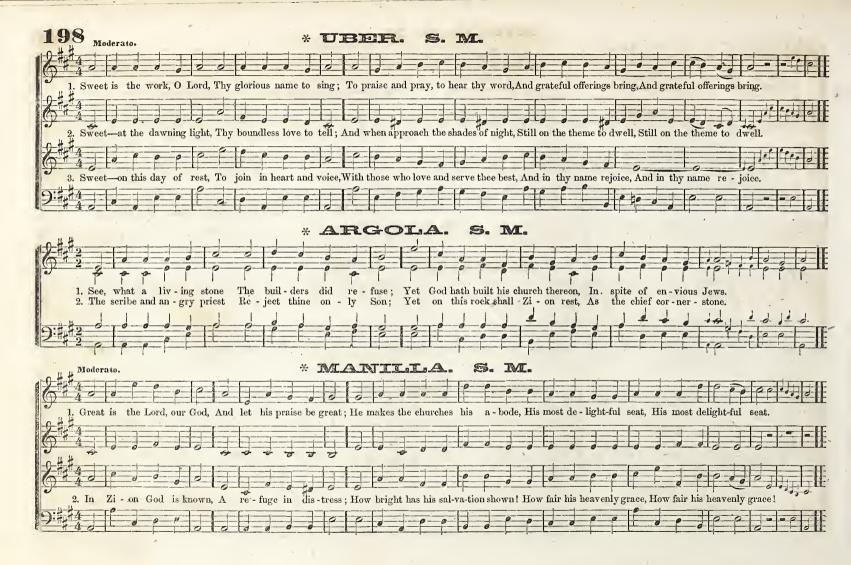










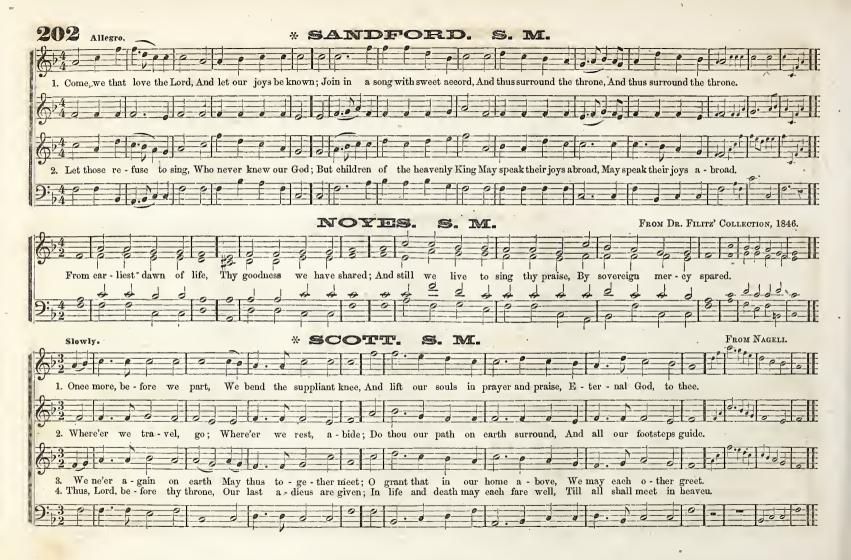




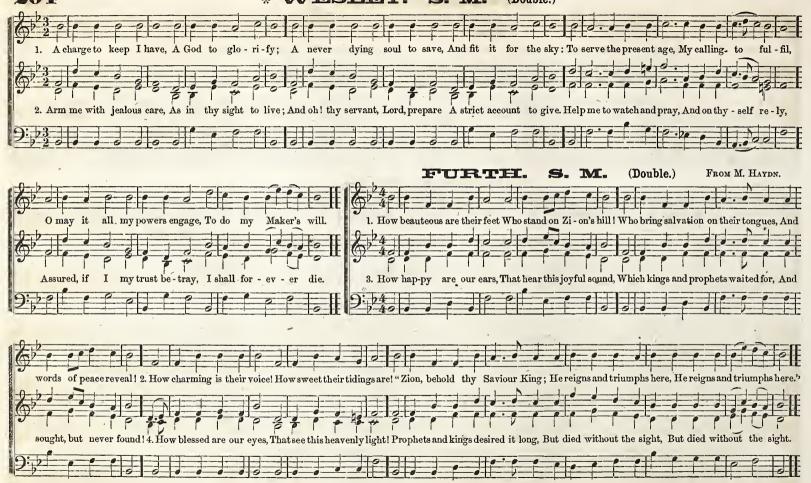






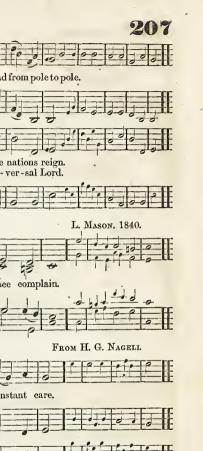


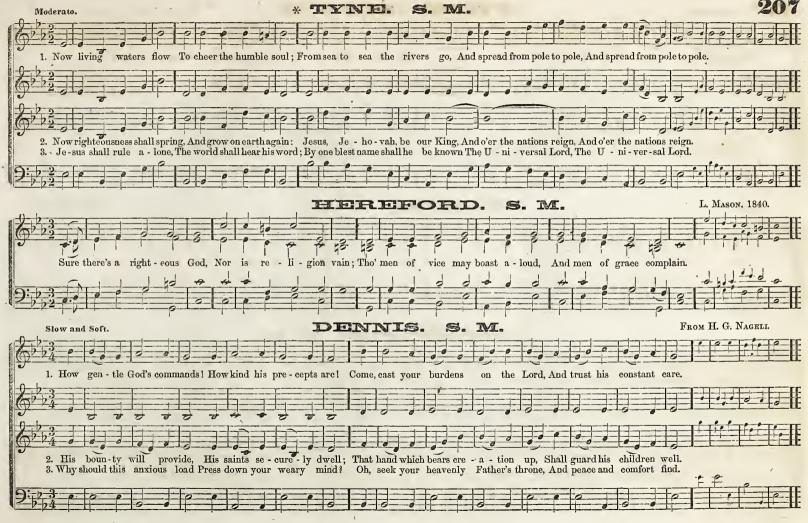


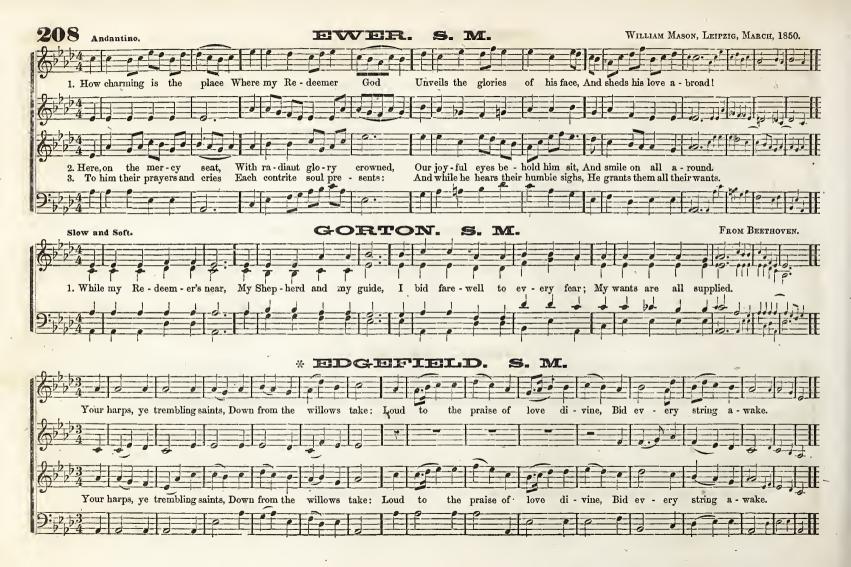




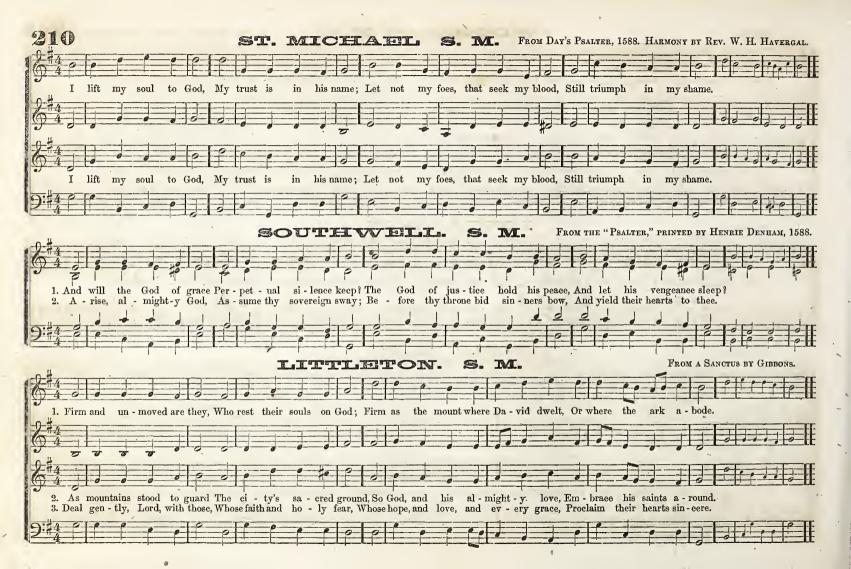


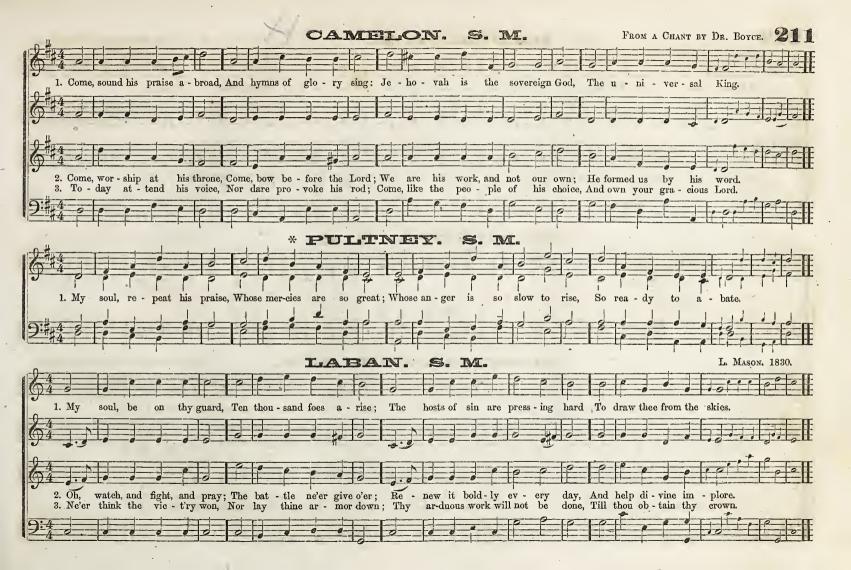






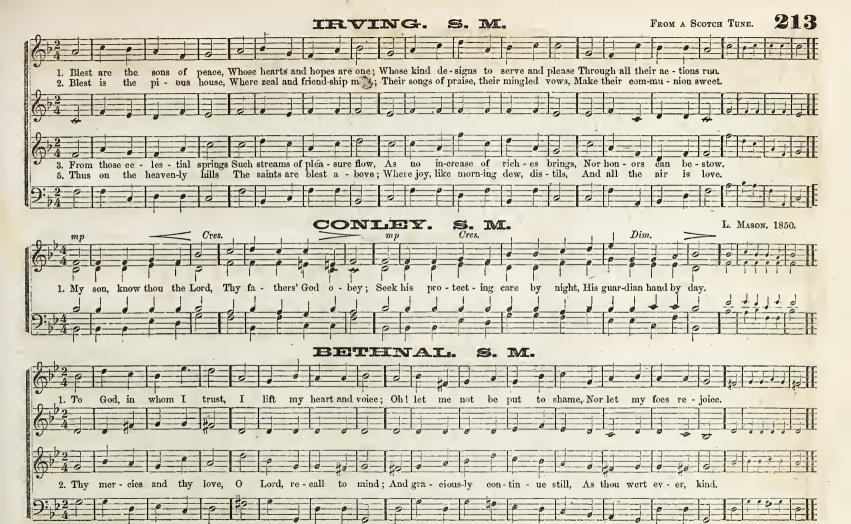






2. Oh! who can ev - er find The er - ror of his ways? Yet, with a bold, pre - sumptuous mind, I would not dare transgress.

4. While with my heart and tongue, I spread thy praise a - broad, Ae - cept the wor - ship - and the song, My Sa - viour, and my God.





2. He knows we are but dust, Scattered with every breath; His an - ger, like a ri - sing wind, Can send us swift to death.

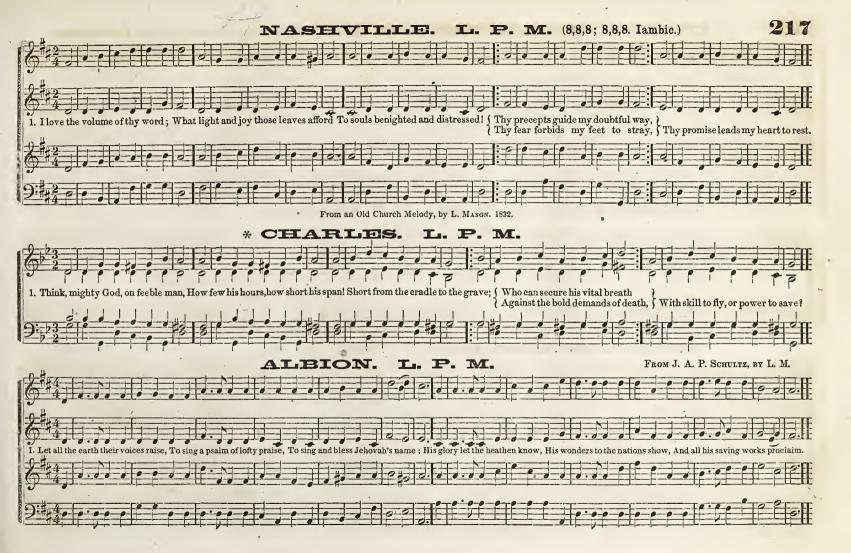
3. Our days are but dust, Scattered with every breath; His an - ger, like a ri - sing wind, Can send us swift to death.

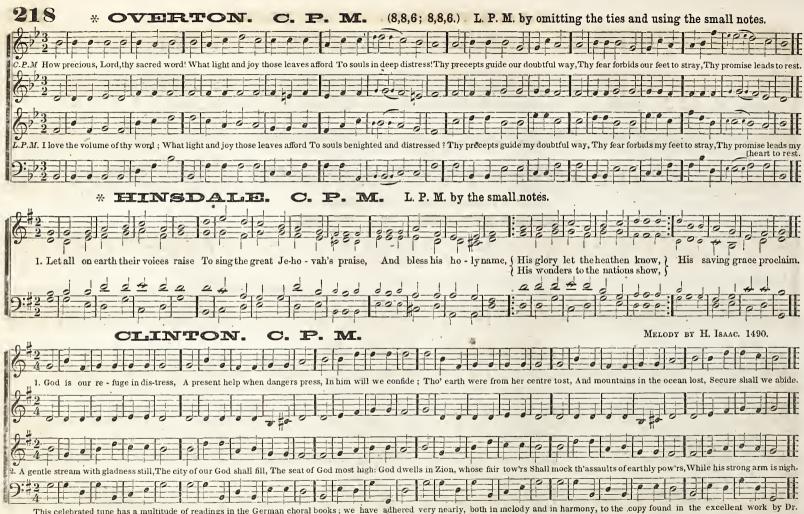
the grass, Or like the morning flower; When blasting winds sweep o'er the field, It withers in an hour.



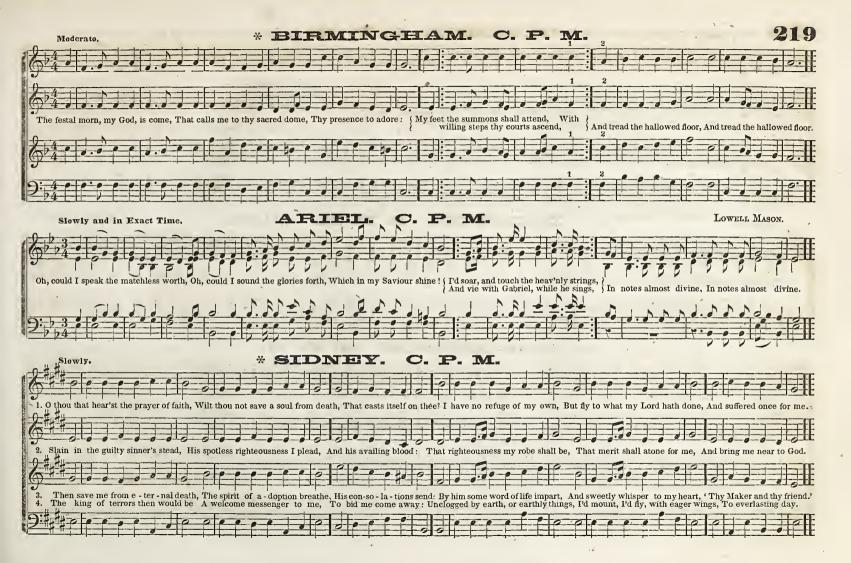
ST. THOMAS. S. M.

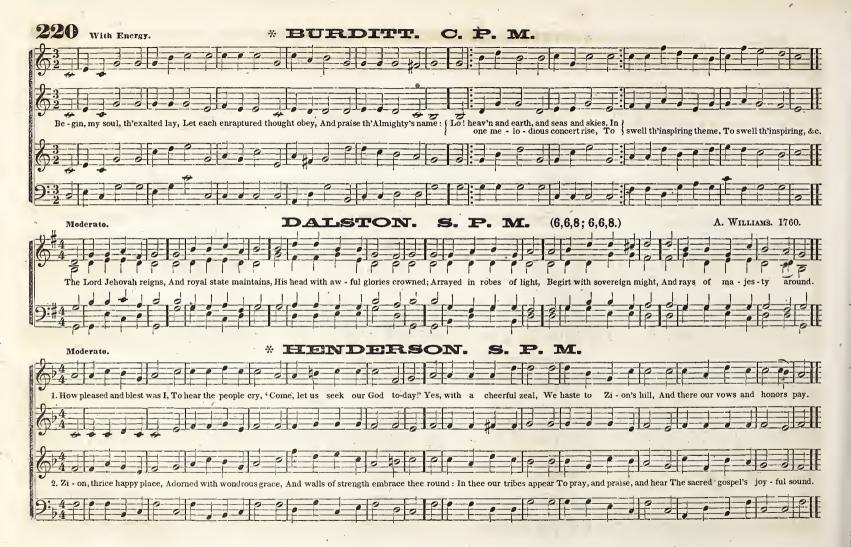


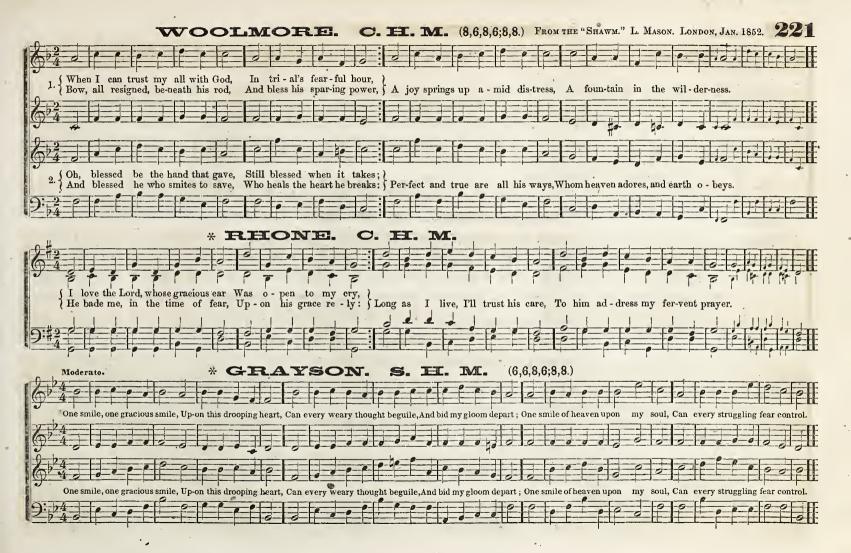


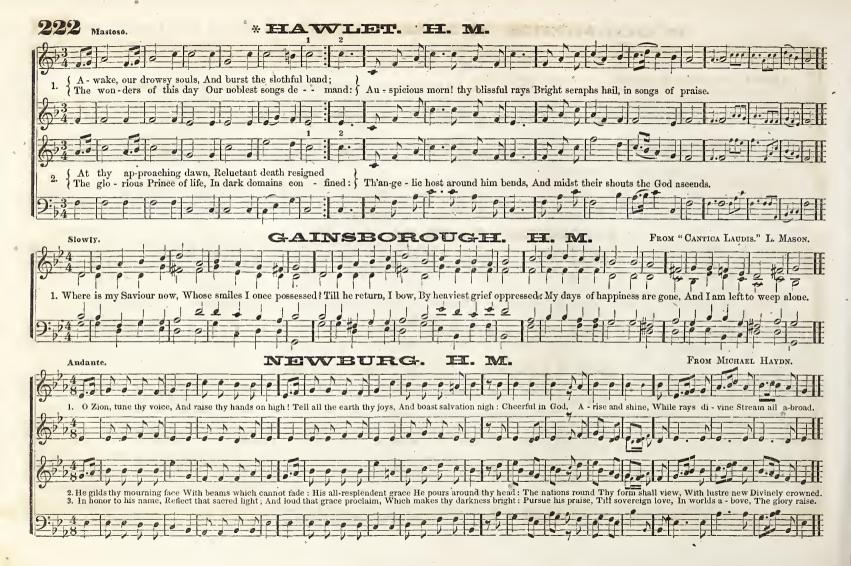


This celebrated tune has a multitude of readings in the German choral books; we have adhered very nearly, both in inclody and in harmony, to the copy found in the excellent work by Dr. Filtz, Hamburg. The tune called Attheore, found in many of our Singing Books, was undoubtedly composed from this.

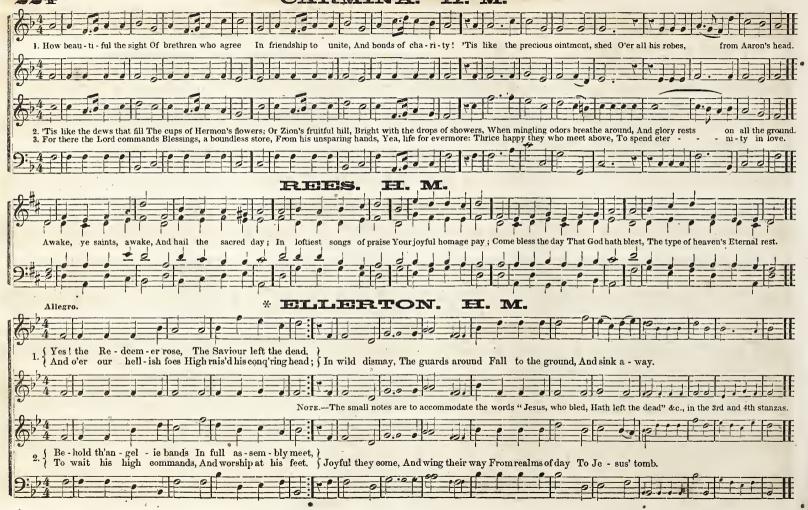


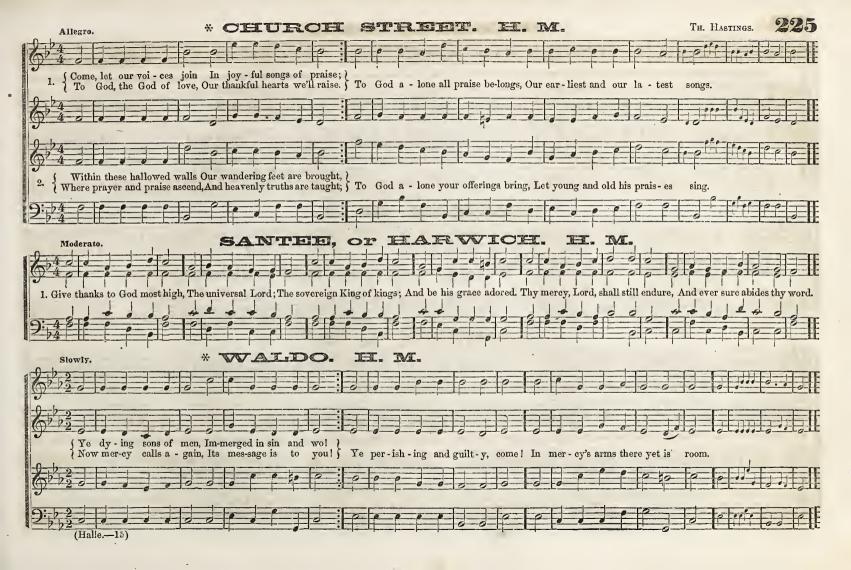














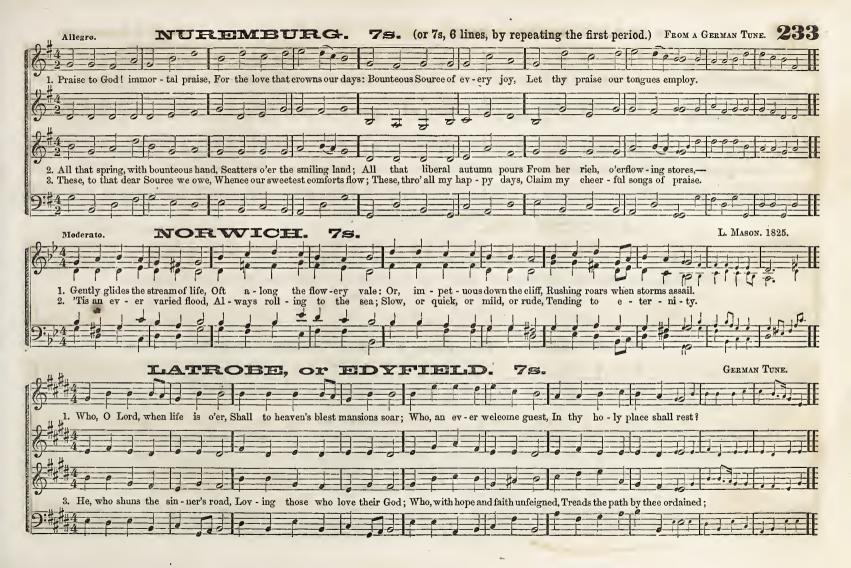




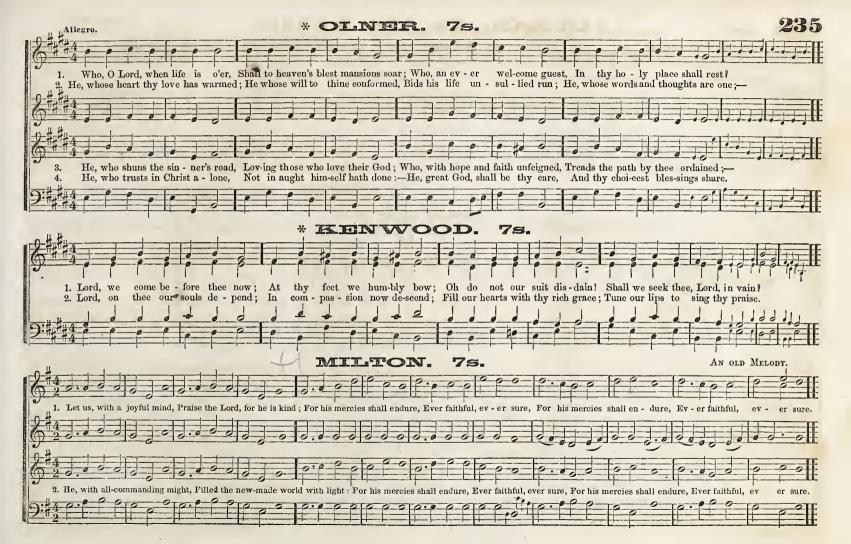


















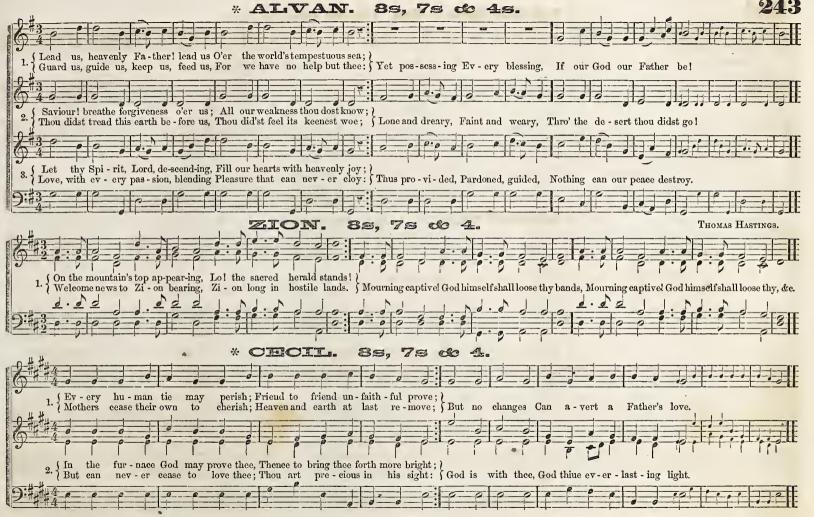


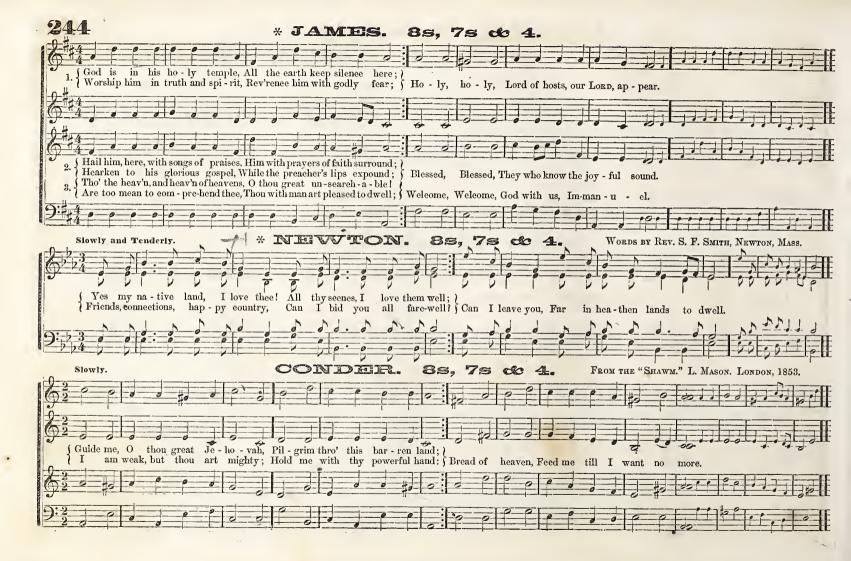


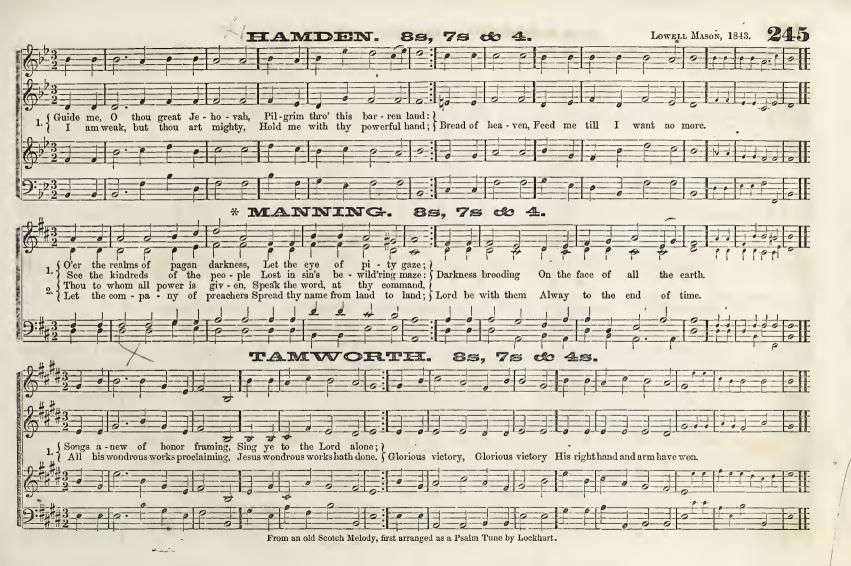






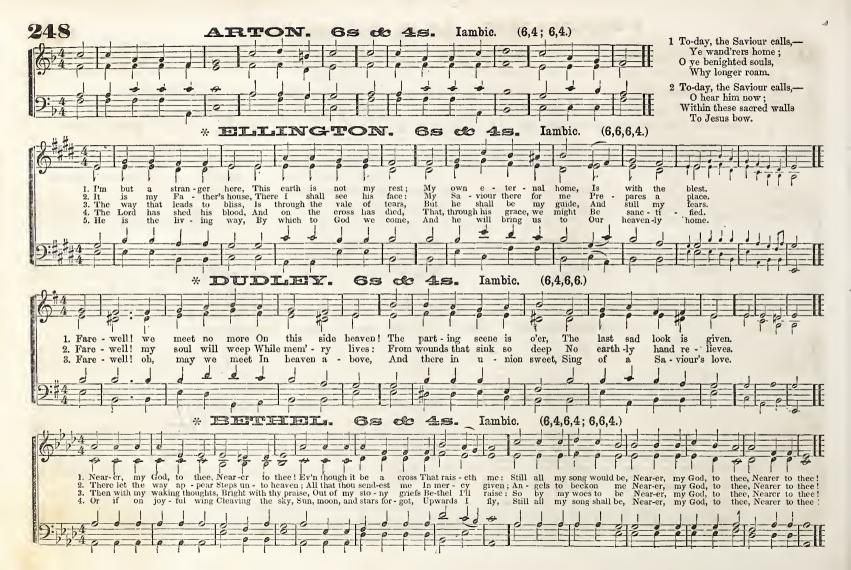








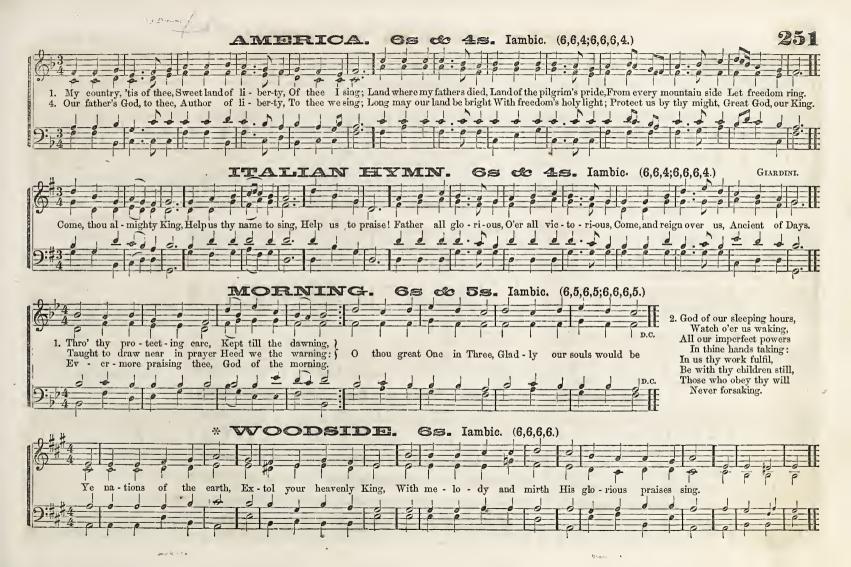


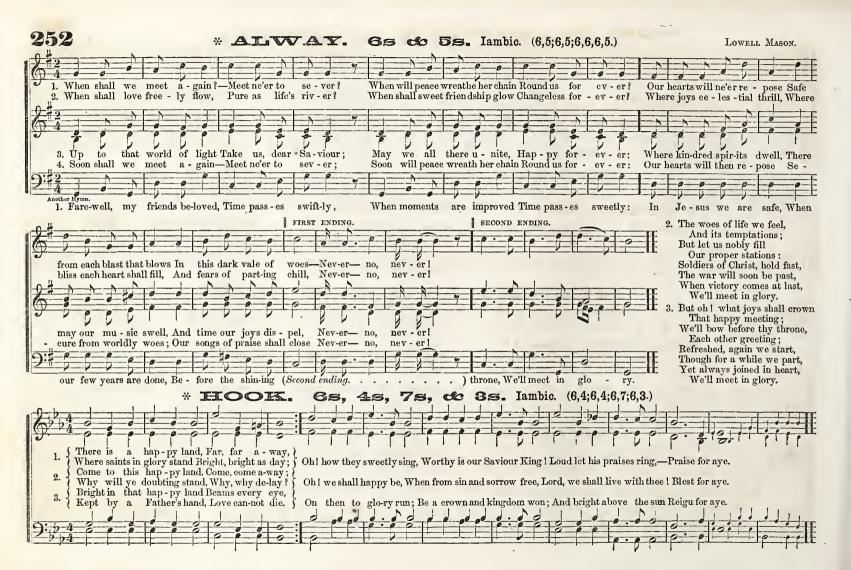


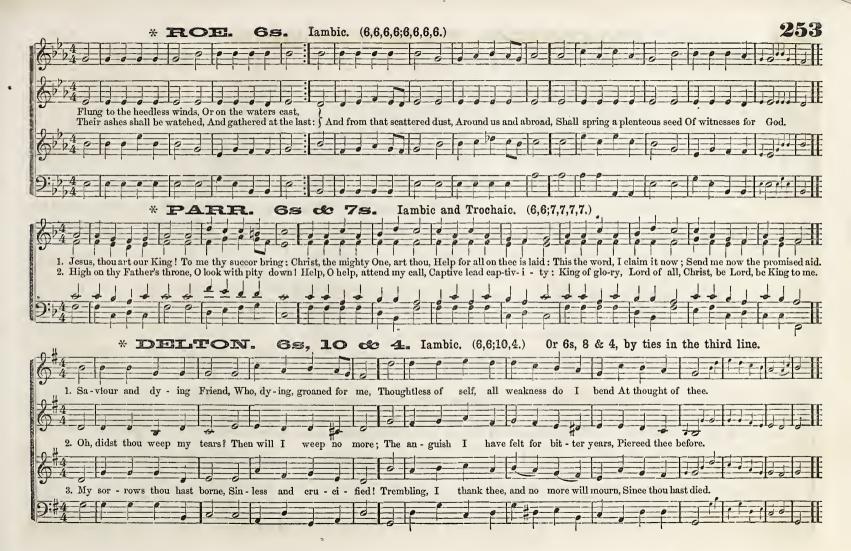


2. For her our prayer shall rise, To God above the skies; On him we wait; Thou who art ever nigh, Guarding with watchful eye, To thee aloud we ery, God save the State.



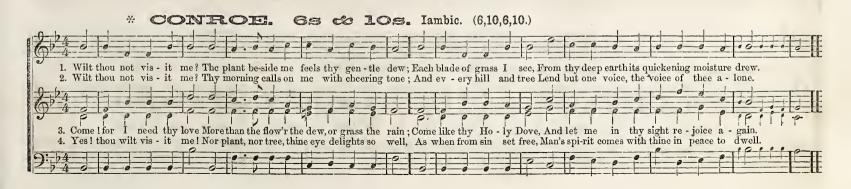












\* Hymn by Rev. H. G. O. Dwight, American Missionary at Constantinople.

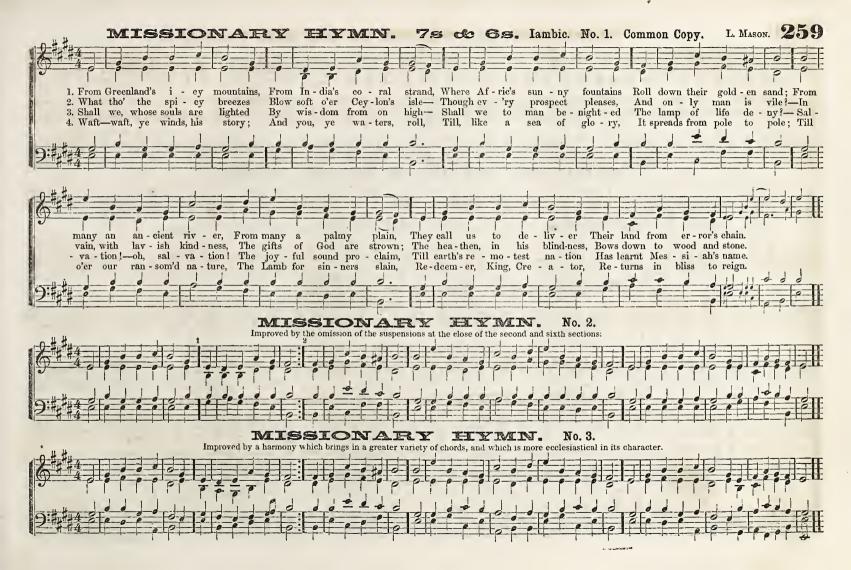










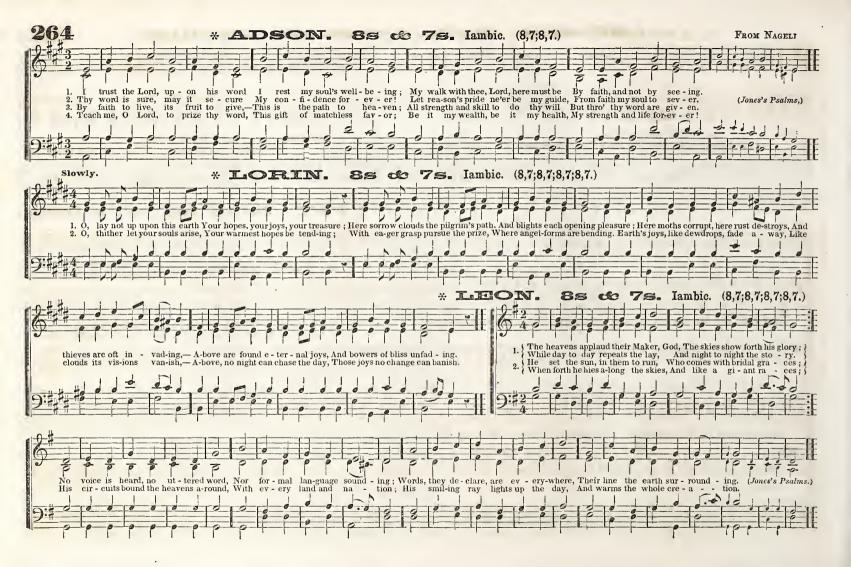


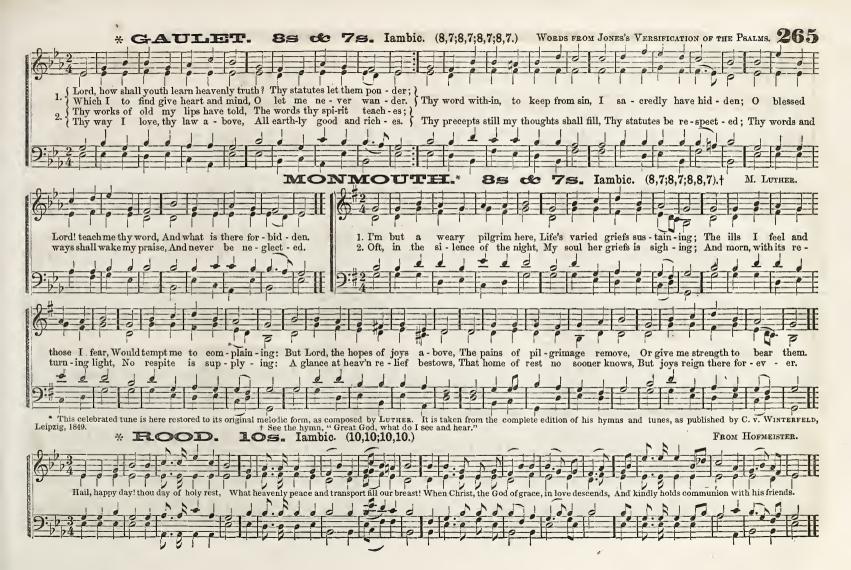




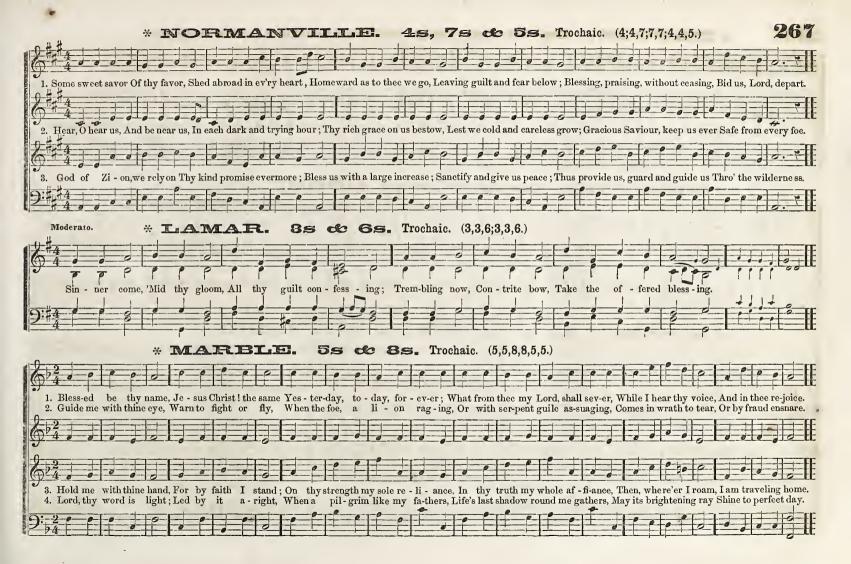


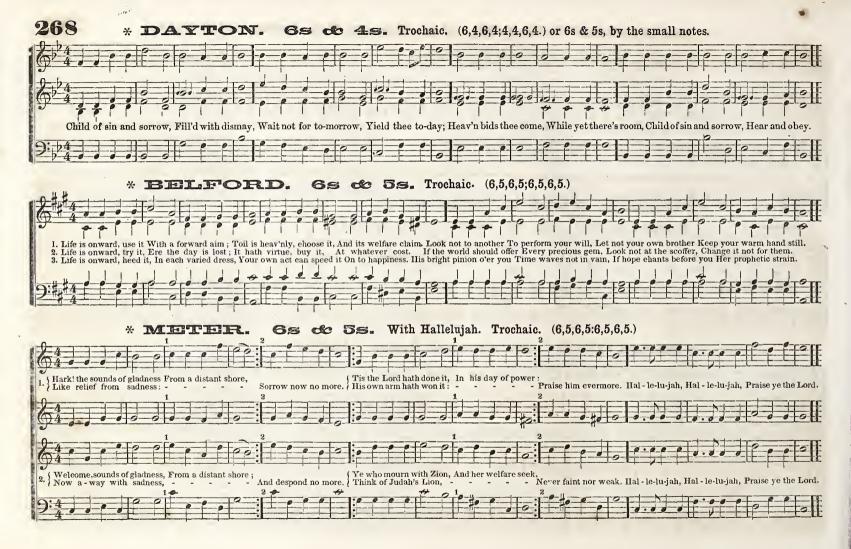




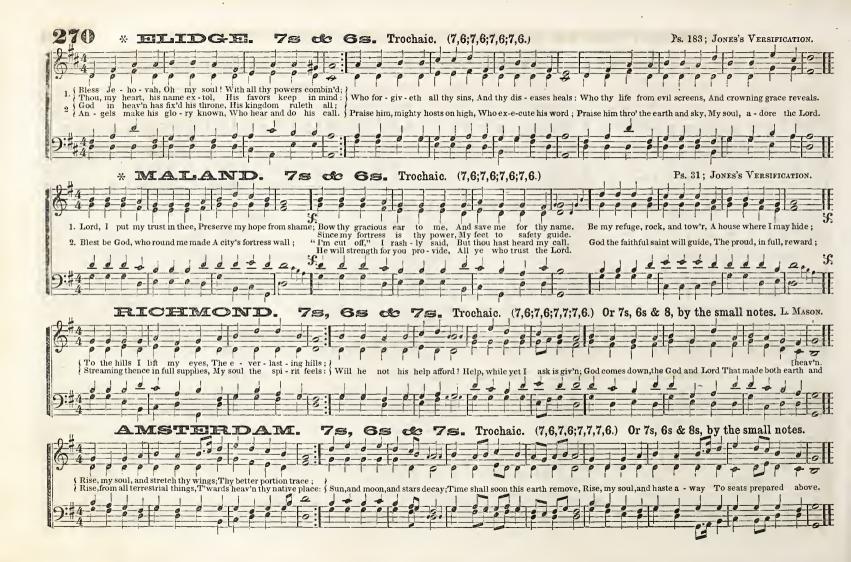




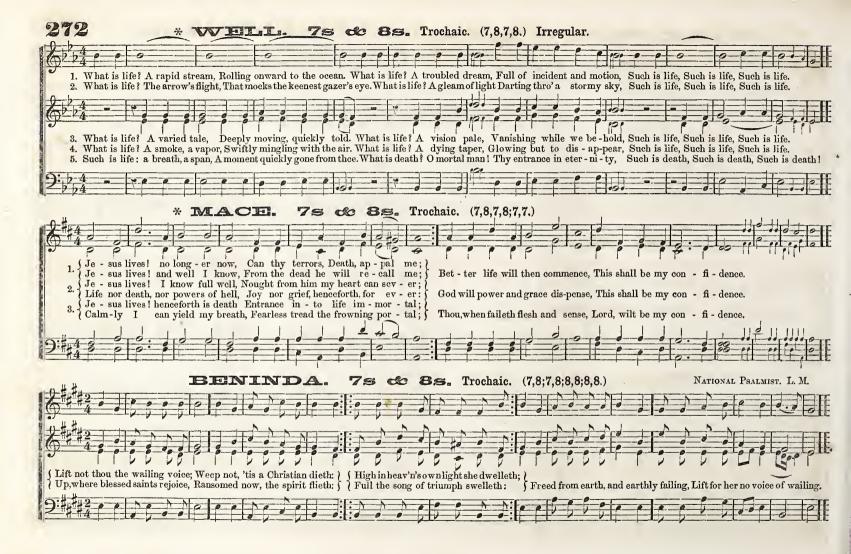


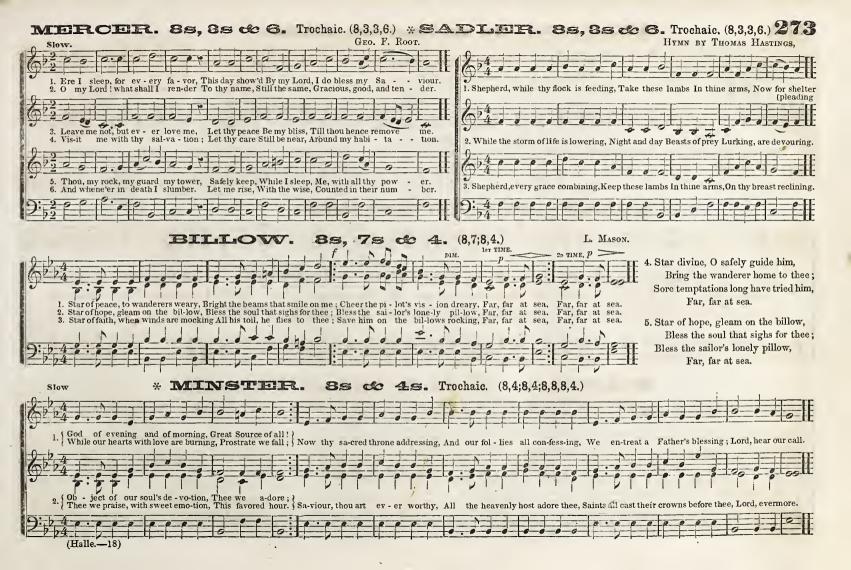


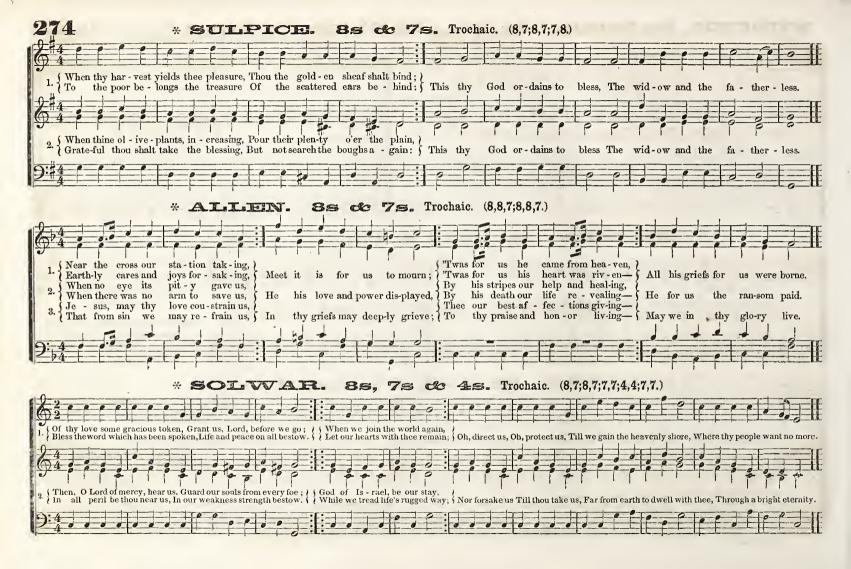






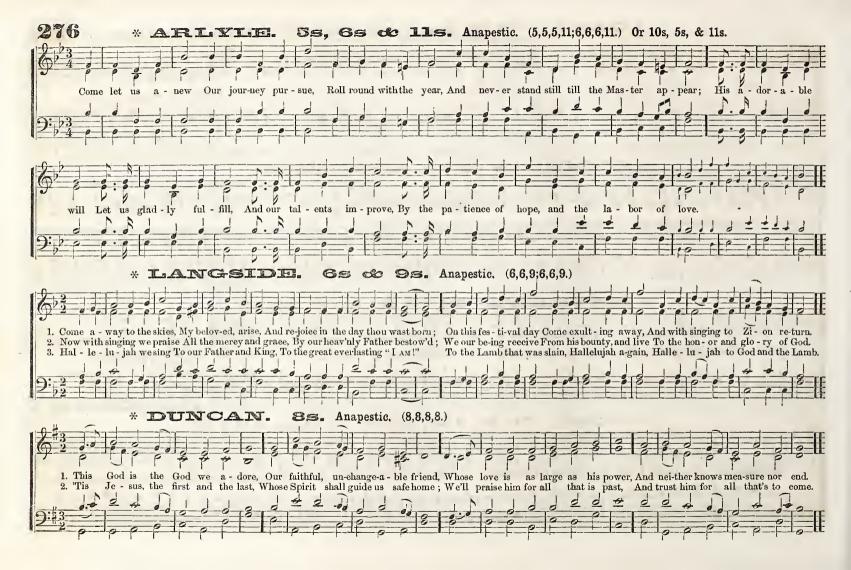


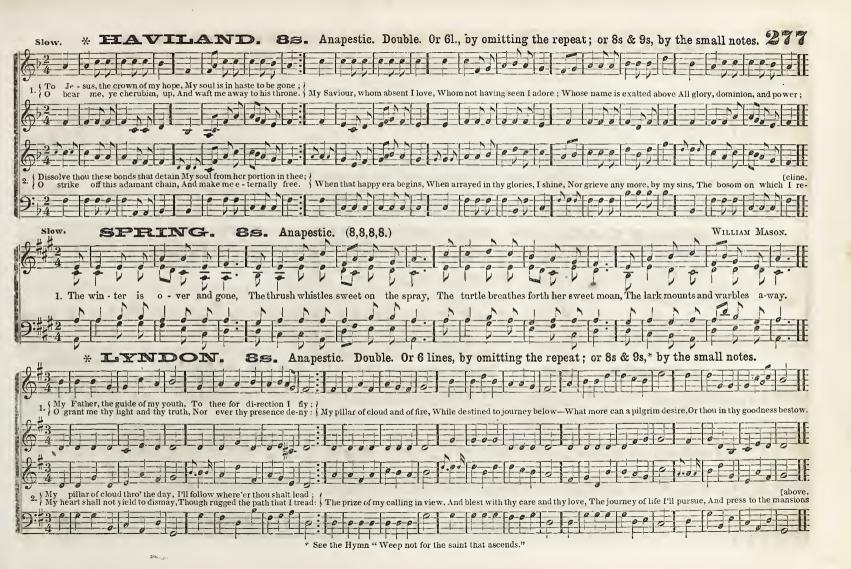


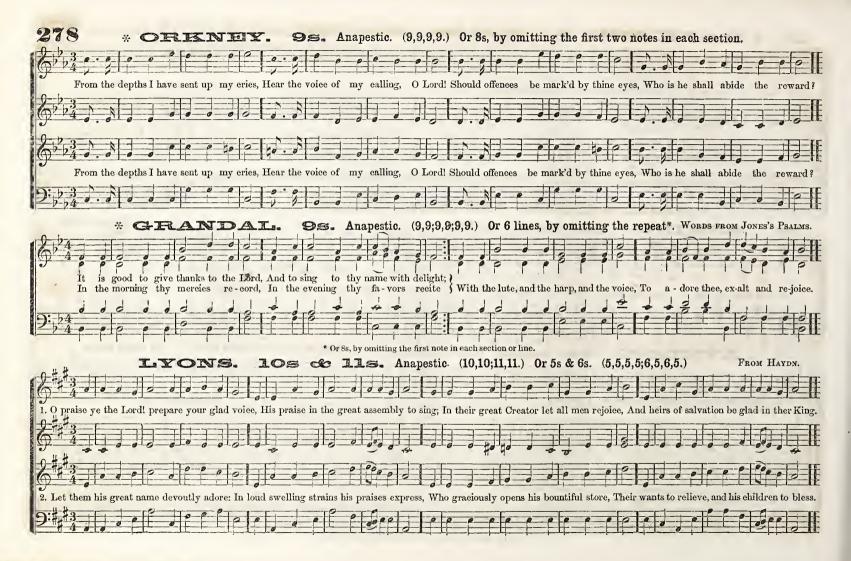


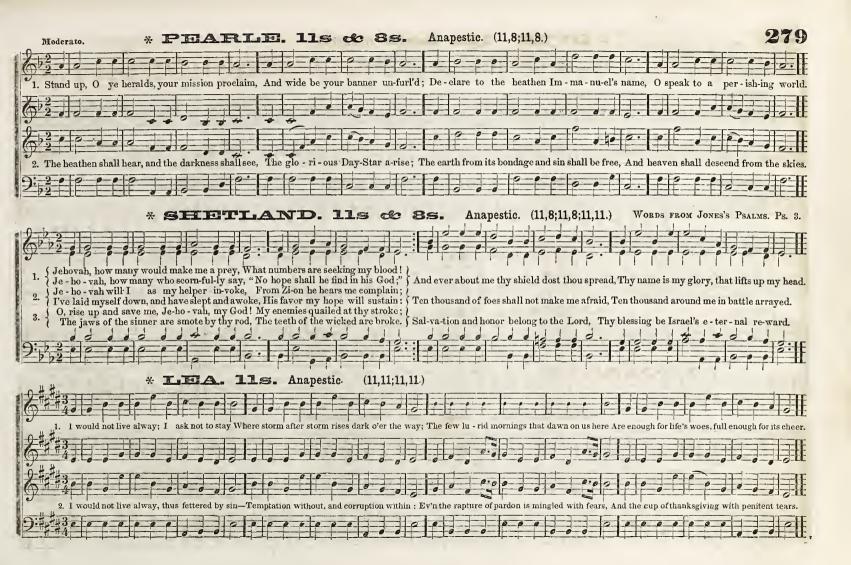


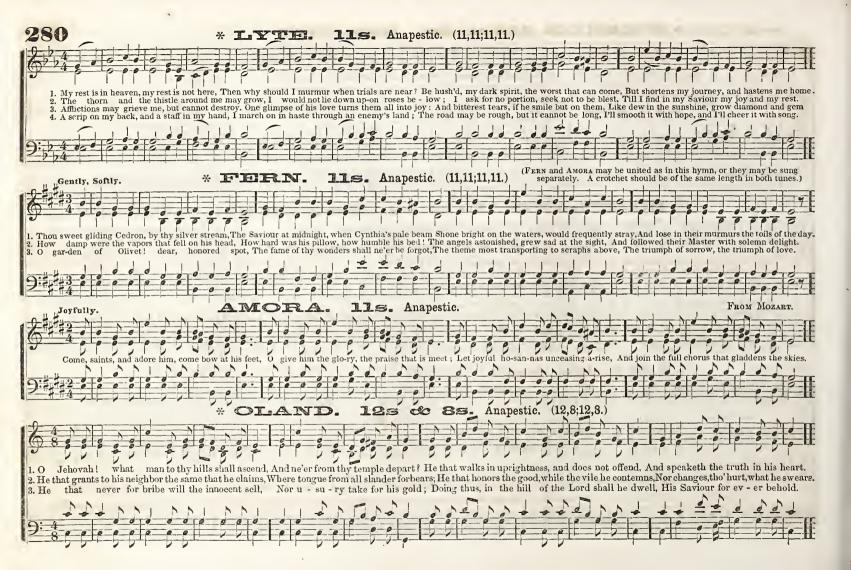


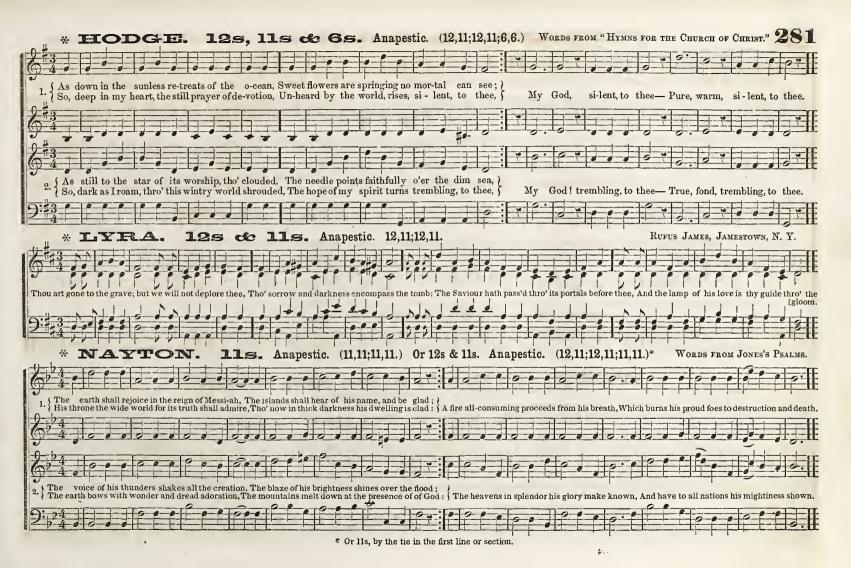




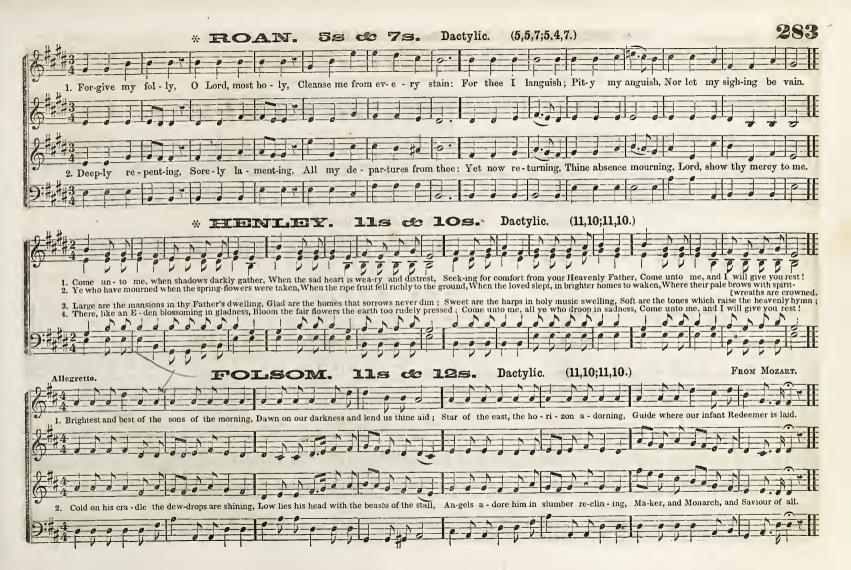






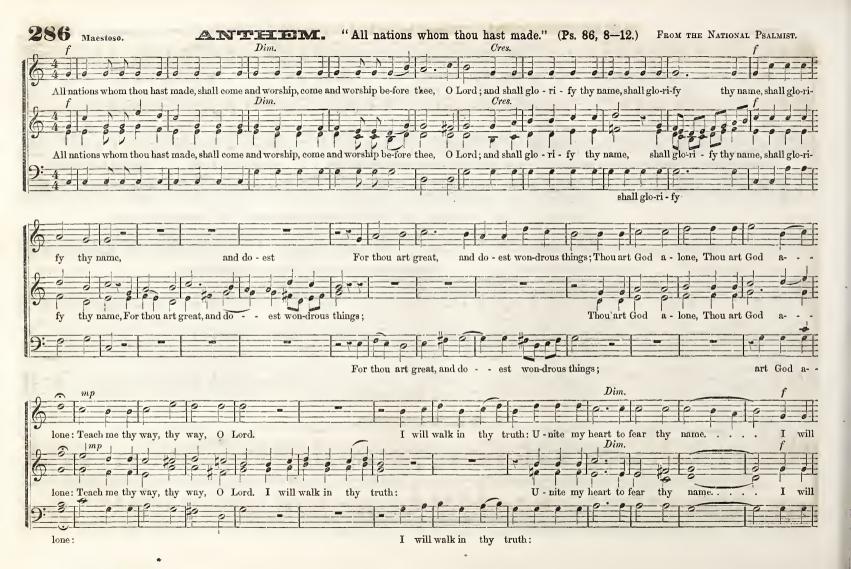


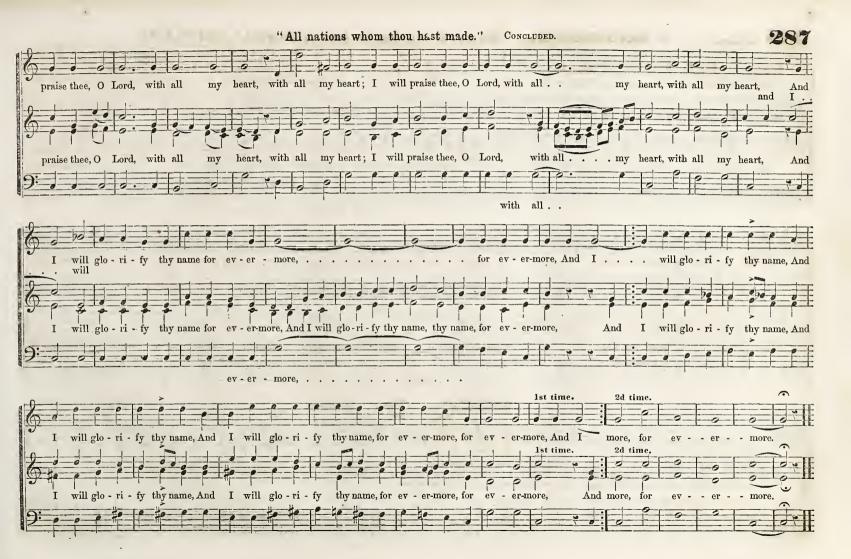




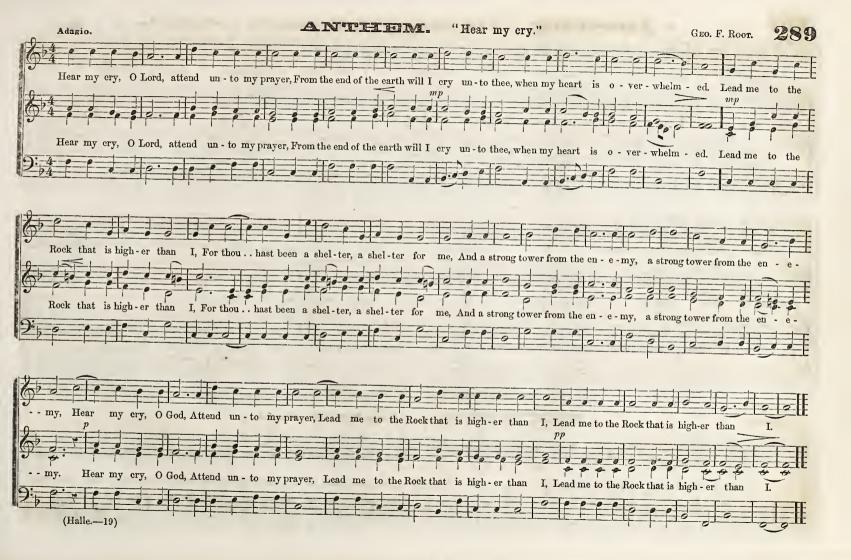


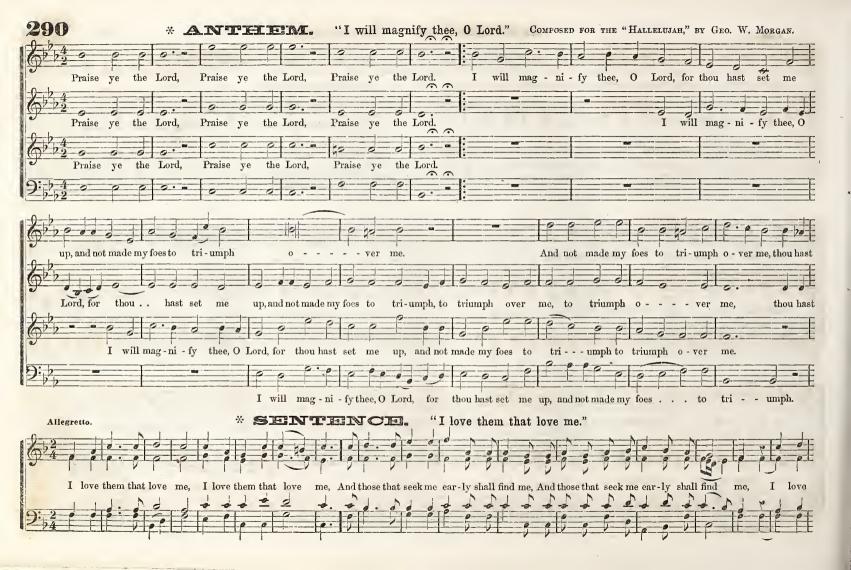








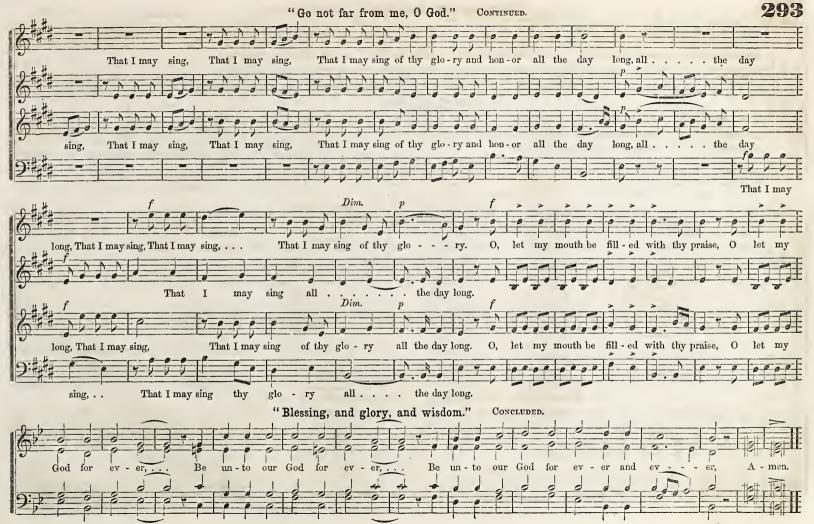










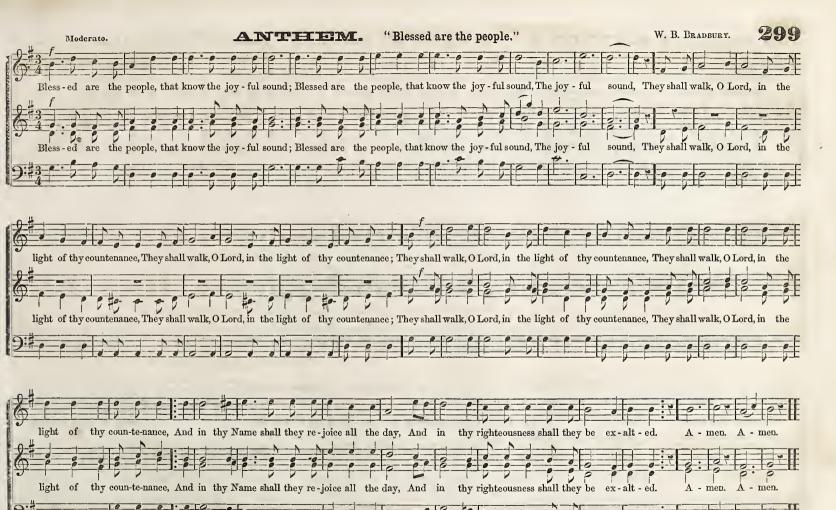


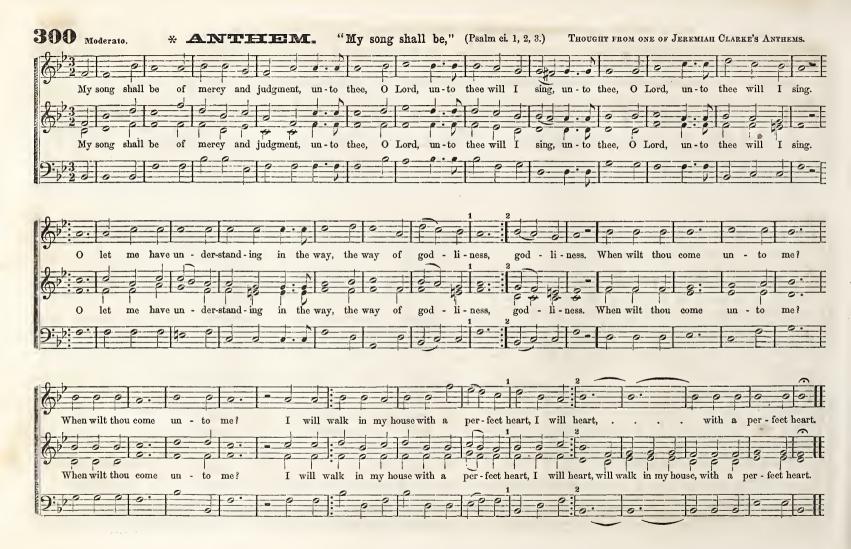








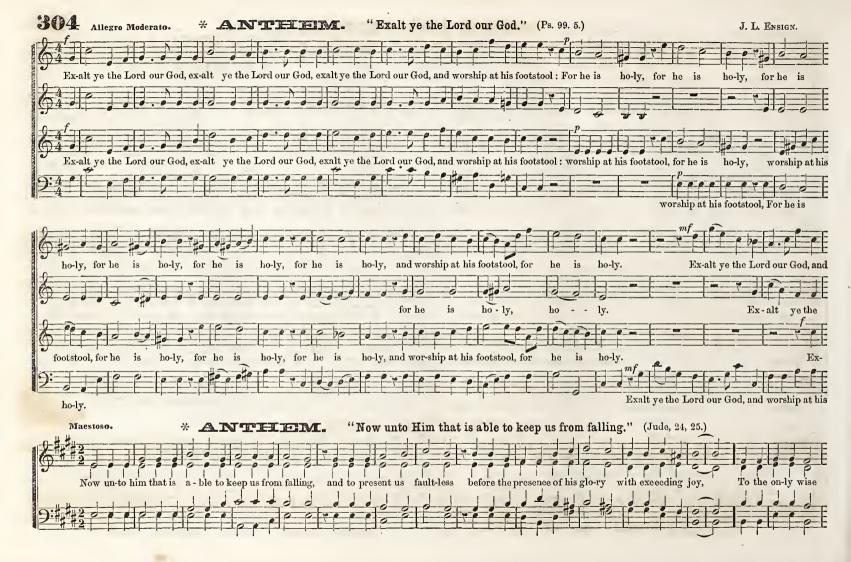








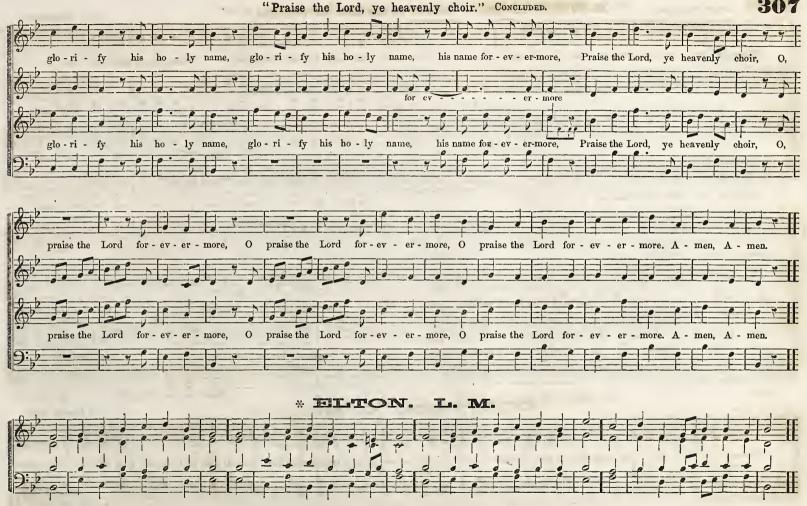






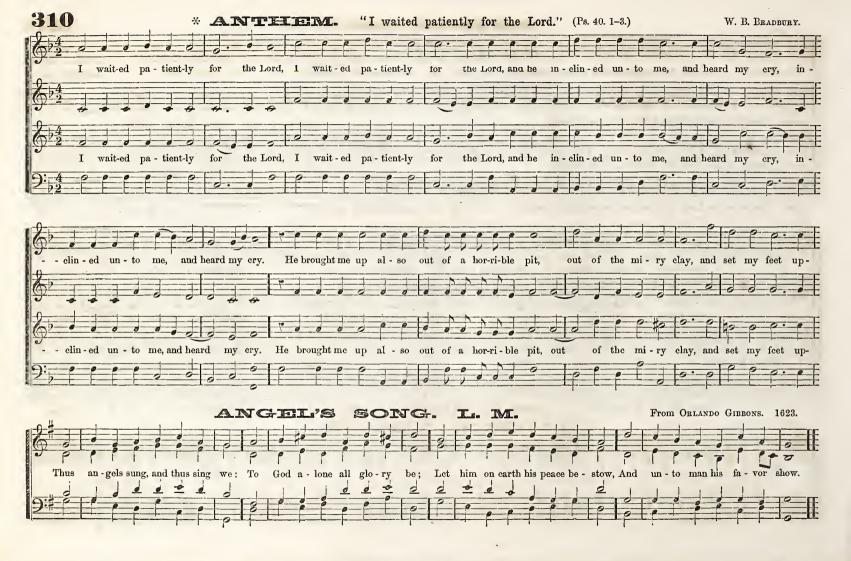


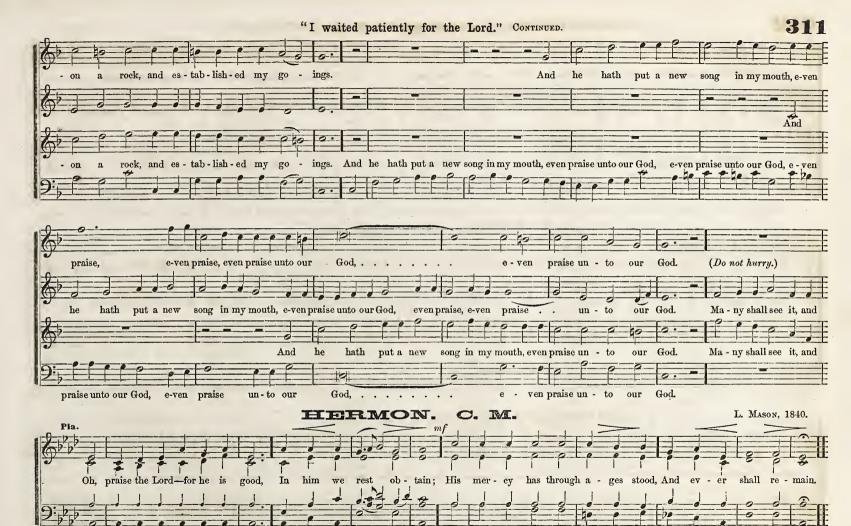


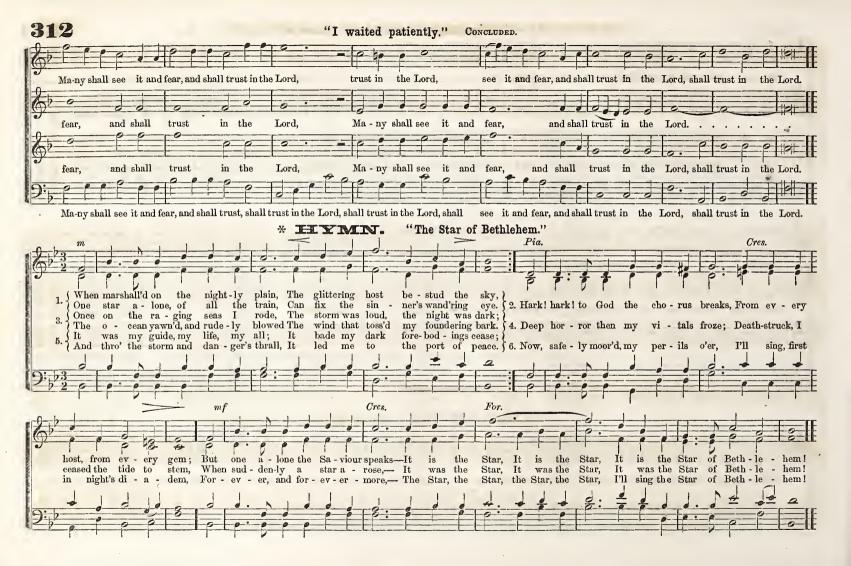




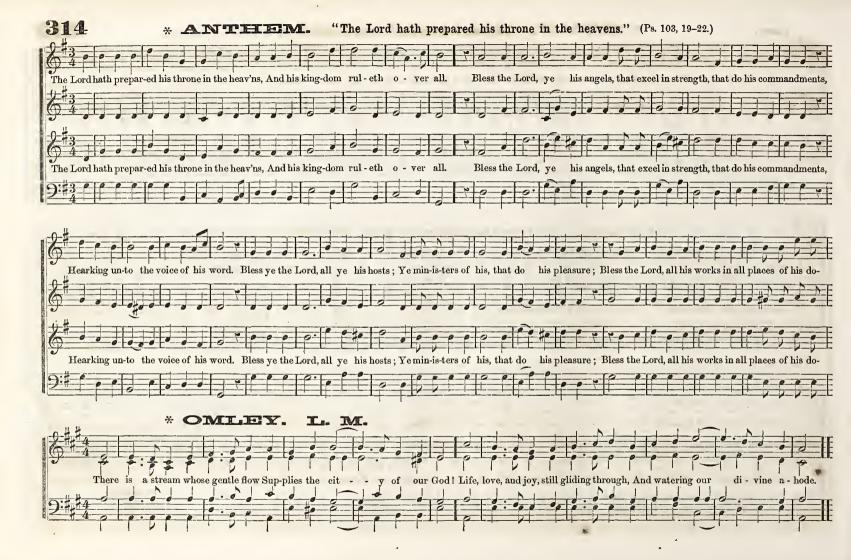


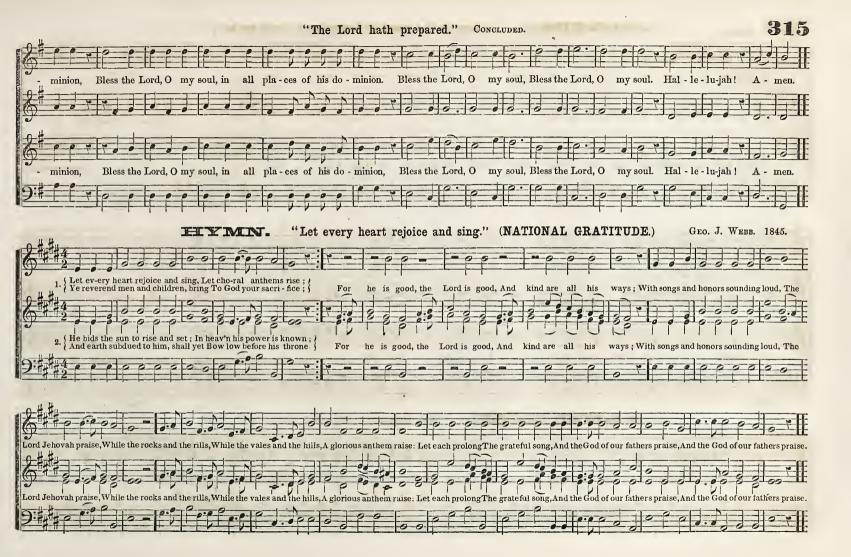








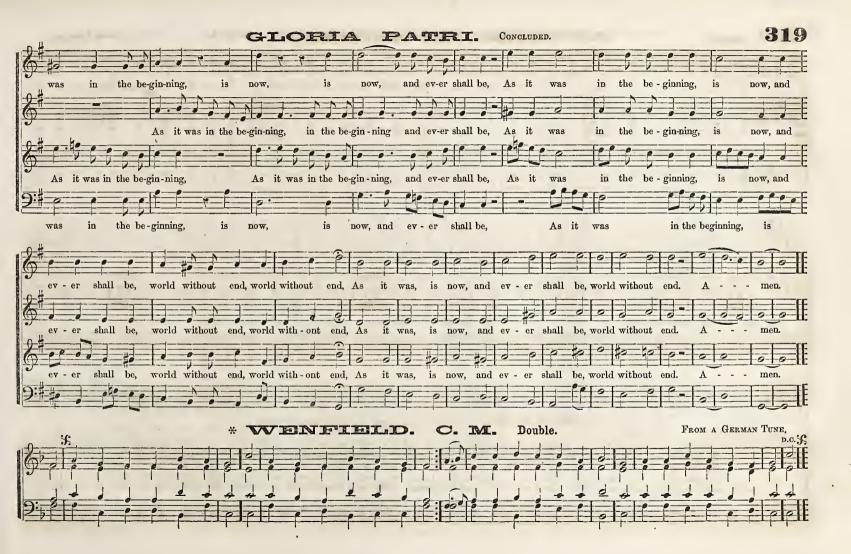


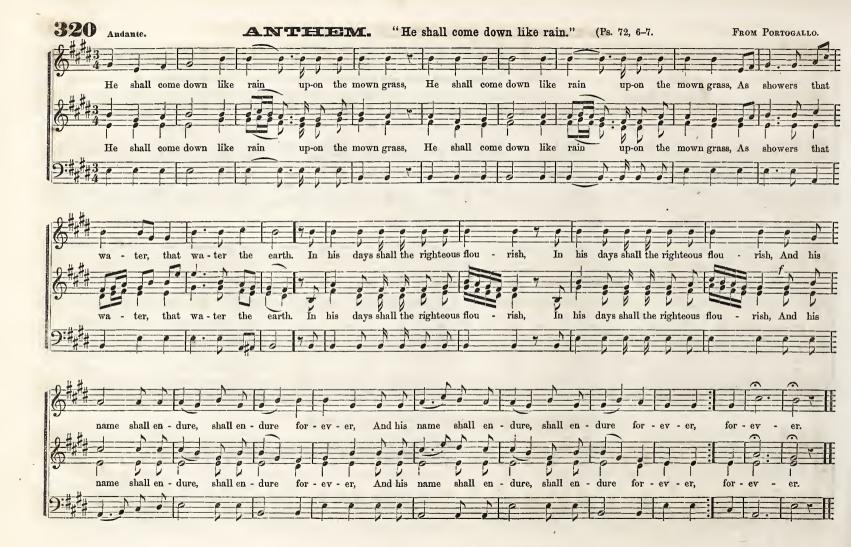




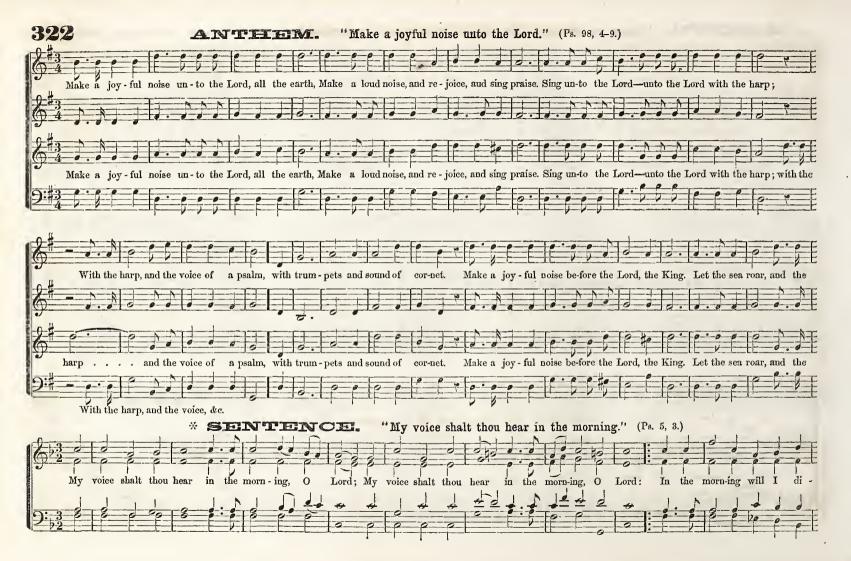




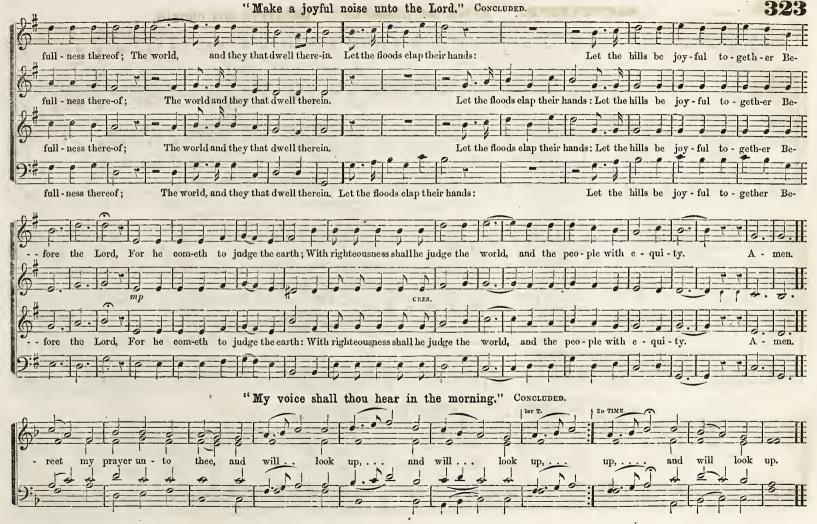










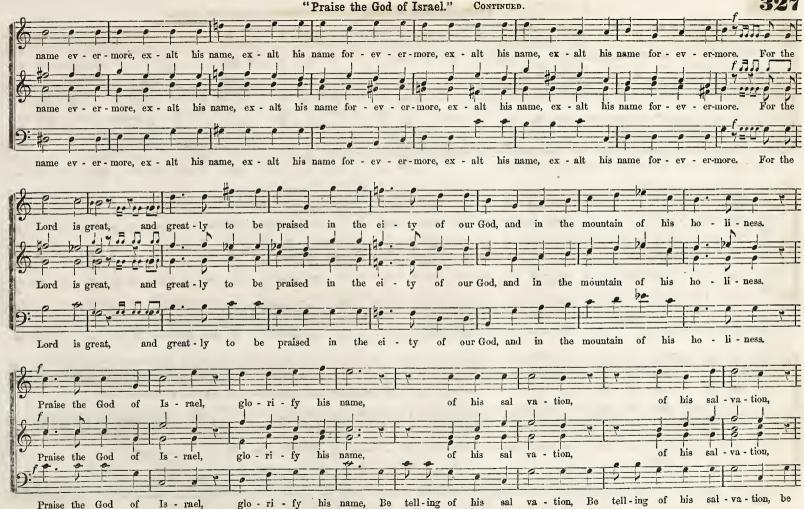






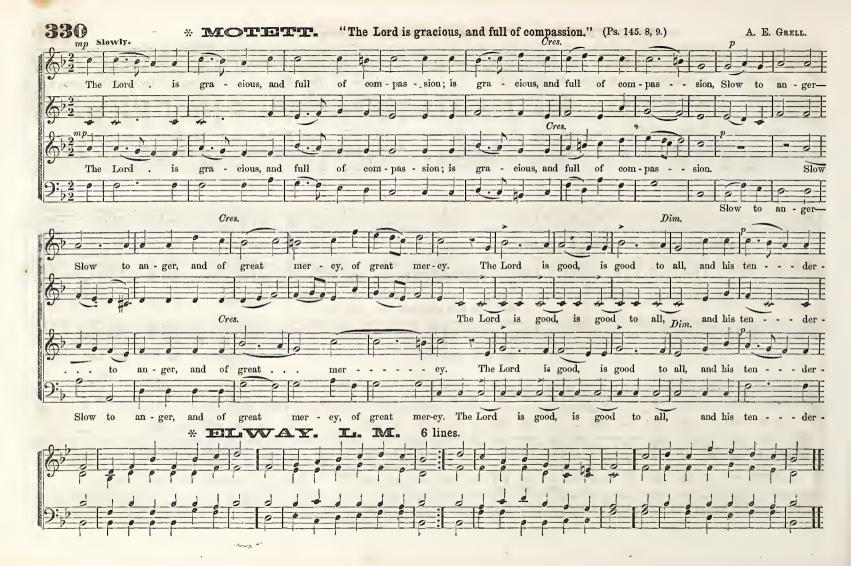




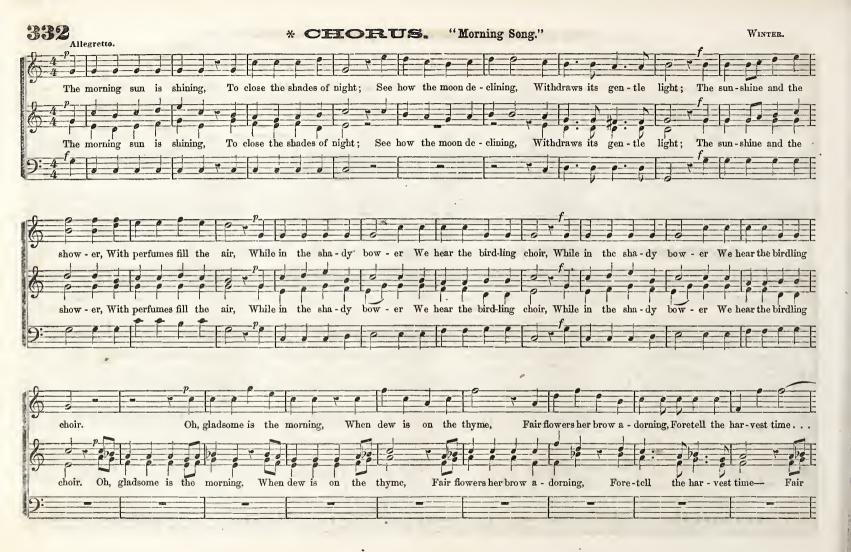




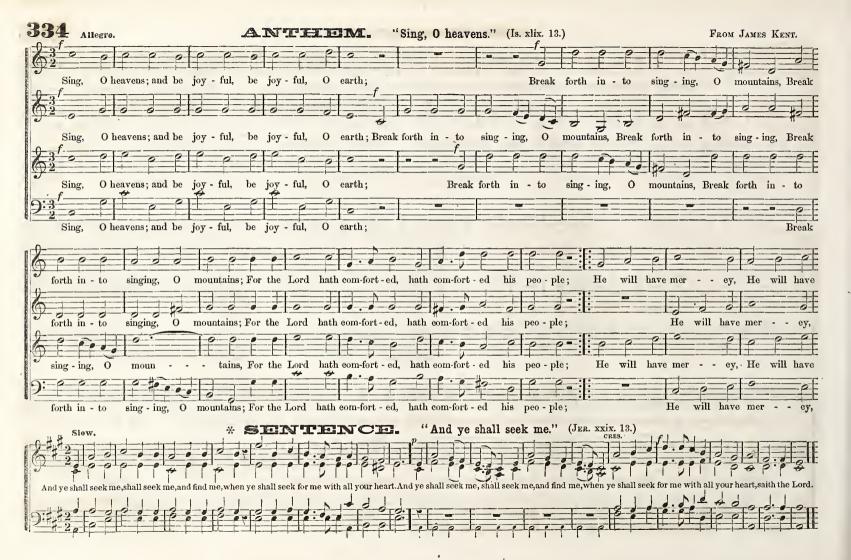


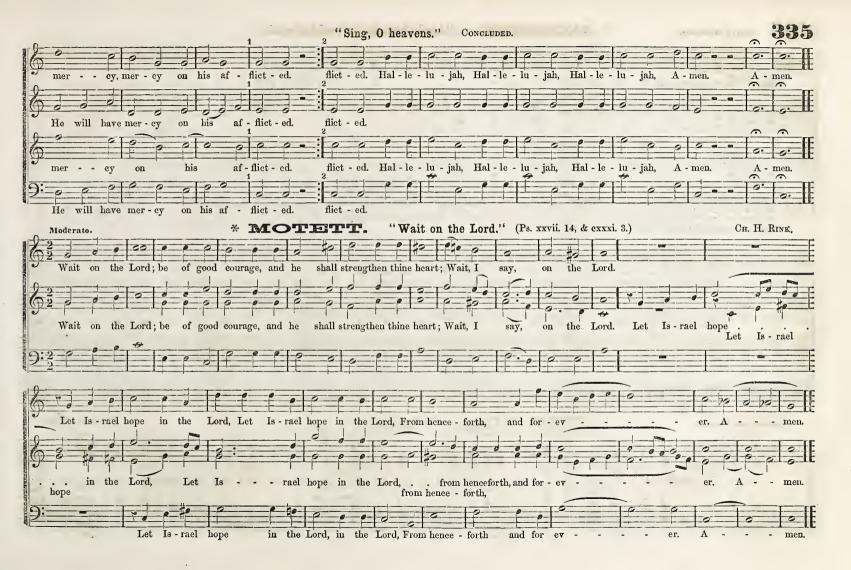








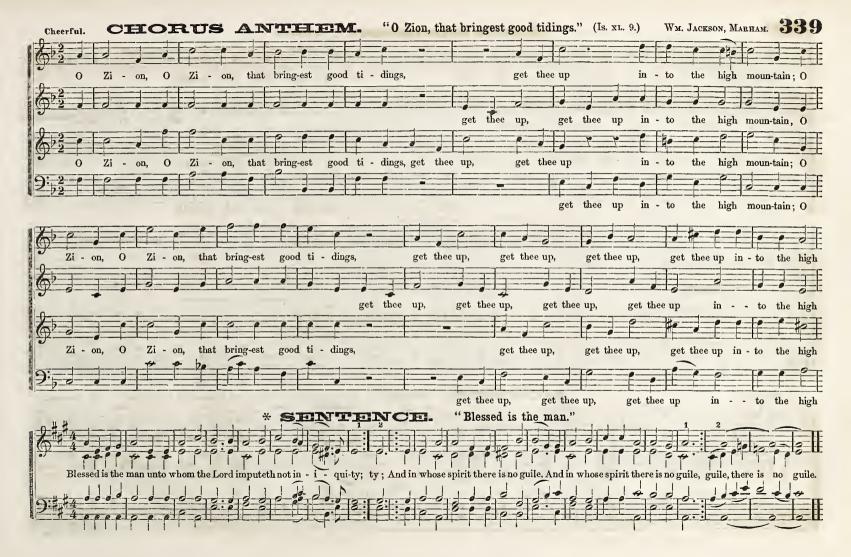




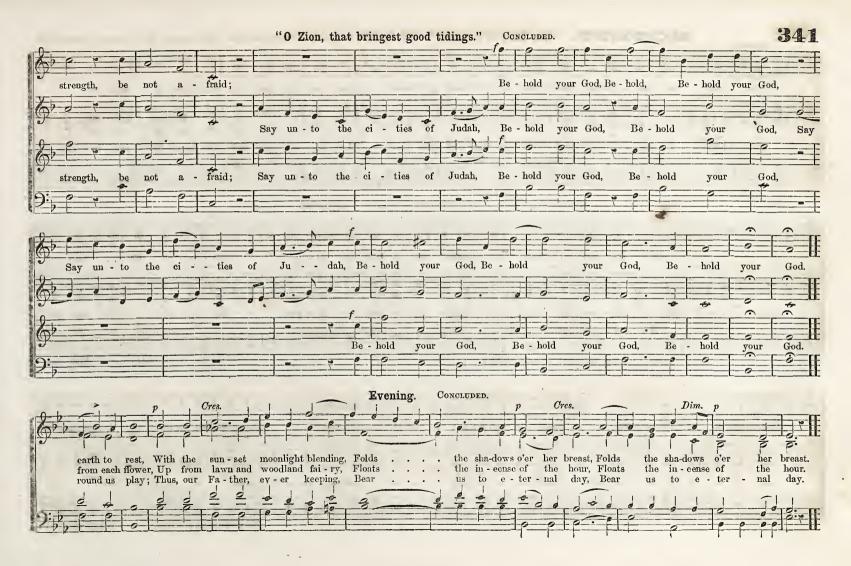








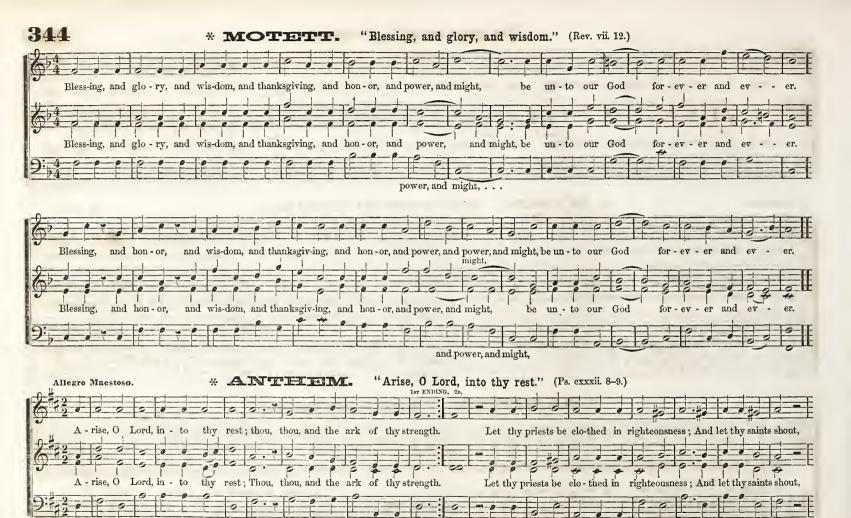


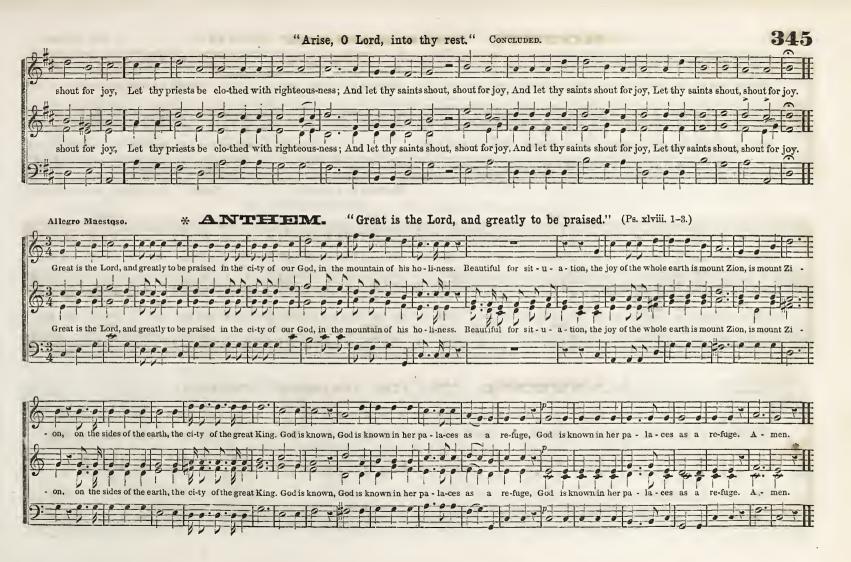


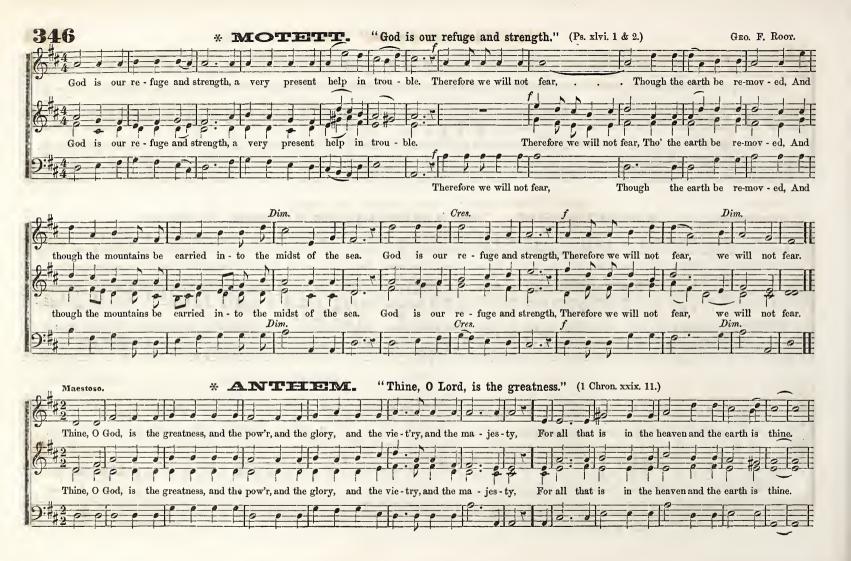


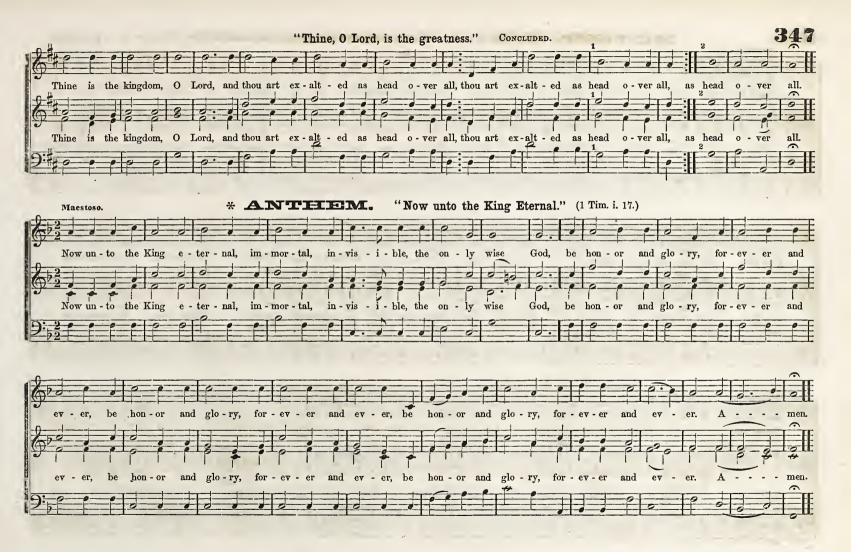




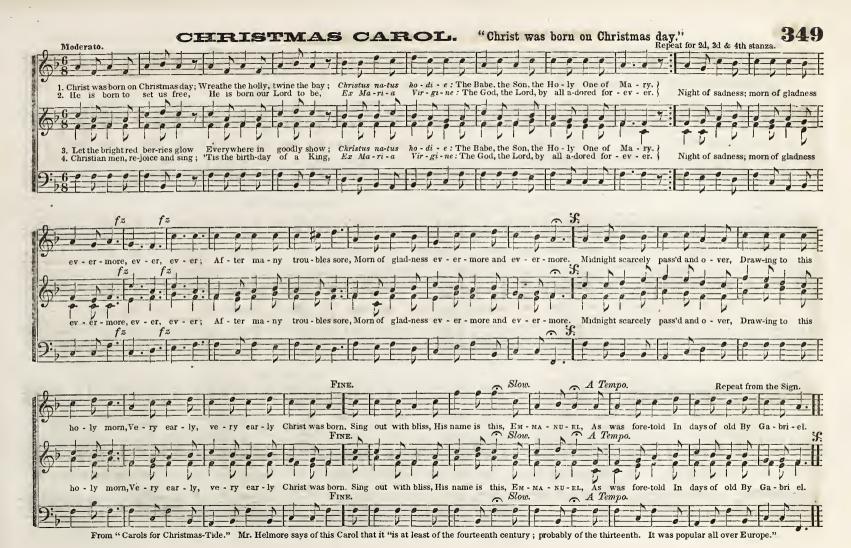








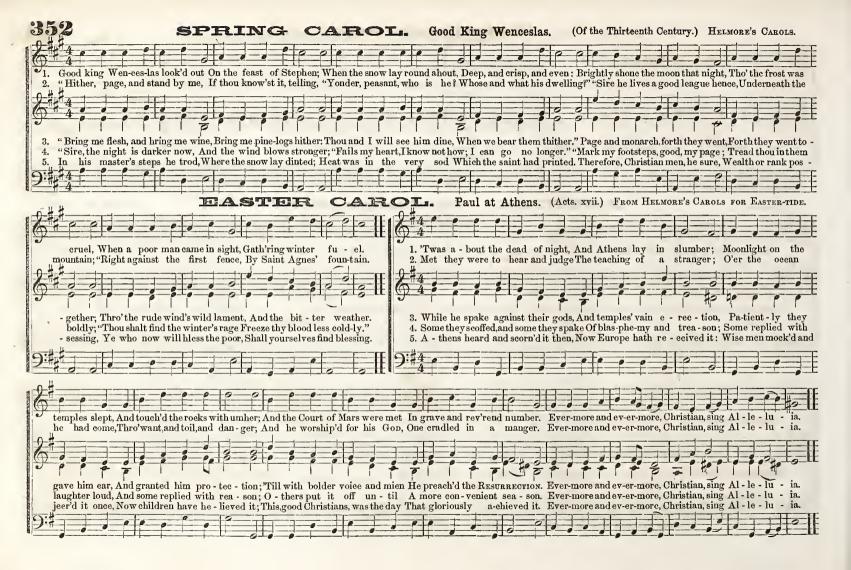


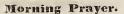
















Venite, Exultemus Domino.

- 1. O come, let us sing un- | to the | Lord. Let us heartily rejoice in the | strength of | our salvation.
- 2. Let us come before his presence | with thanksgiving, And show ourselves | glad in | him with | psalms.

3. For the Lord is a | gre-at | God;

And a great | King a- | bove all | gods.
4. In his hand are all the corners | of the | earth;

And the strength of the | hills is | hi-s | also.

5. The sea is his, | and he | made it;

And his hands pre- | par-ed | the dry | land.

6. O come, let us worship | and fall | down,

And kneel be- | fore the | Lord our | Maker.

7. For he is the | Lord our | God. And we are the people of his pasture, and the sheep of | hi-s | hand.

8. O worship the Lord in the beauty of | holi- | ness.

Let the whole earth | stand in | awe of | him.

9. For he cometh, for he cometh to | judge the | earth;
And with righteousness to judge the world, and the | people | with his | truth. [Ps. xov.] (Halle,-23)



## Gloria Patri.

GLORY BE TO THE FATHER, AND | TO THE | SON. AND | TO THE | HOLY | GHOST;

As IT WAS IN THE BEGINNING, IS NOW, AND | EVER SHALL | BE, WORLD | WITHOUT | END. A- | MEN.

## Jubilate Deo.

- 1. O be joyful in the Lord, | all ye | lands; Serve the Lord with gladness, and come before his | presence | with a | song.

  2. Be ye sure that the Lord | he is | God;
- It is he that hath made us and not we ourselves; we are his people, and the | sheep of | hi—s | pasture.

  3. O go your way into his gates with thanksgiving, and into his | courts with | praise;

Be thankful unto him, and | speak good | of his | name.

4. For the Lordis gracious, his mercy is | ever- | lasting;

And his truth endureth from gener- | ation to | gener- | ation.





## Benedictus.

- 1. Blessed be the Lord | God of | Israel; For he hath visited and re- | deem-ed | hi-s | people. 2. And hath rais-ed up a mighty sal- | vation-for | us.
- In the house of his | servant | Da— | vid.

  3. As he spake by the mouth of his | holy | prophets;
  Which have been | since the | world be- | gan.

  4. That we should be sav-ed | from our | enemies;
  And from the | hand of | all that | hate us.

[Luke r. 68.]





Te Deum Laudamus.

- 1. We praise | thee, O | God: We acknowledge | thee to | be the | Lord.
- 2. All the earth doth | worship | thee, The | Father | ever- | lasting.
- 3. To thee all Angels | cry a- | loud, The Heavens, and | all the | Powers there- | in.
- 4. To thee, Cherubim and | Sera- | phim, Con- | tinu-al- | ly do | erv,
- 5. Holy, | Holy, | Holy, Lord | God of | Saba- | oth;
- 6. Heaven and | Earth are | full Of the | Majes-ty | of thy | Glory.
- 7. The glorious company of the Apostles | pra-ise | thee. The goodly fellowship of the | Prophets | pra-ise |

thee.

8. The noble army of Martyrs | pra-ise | thee. The holy Church throughout all the world | doth | 22. O Lord, in thee | have I | trusted, ac- | knowledge | thee,

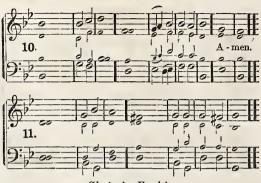
- 9. The Father, of an infinite | Majes- | ty; Thine adorable, | true and | only | Son;
- 10. Also the | Holy | Ghost, The | Com- | -for- | ter.
- 11. Thou art the King of Glory, | O- | Christ, Thou art the everlasting | Son of the | Fa- | ther.
- 12. When thon tookest upon thee to de- | liver | man, Thou didst humble thyself to be | bo-rn | of a | Virgin.
- 13. When thou hadst overcome the | sharpness of |

Thou didst open the Kingdom of | Heaven to | all be- | lievers.

14. Thou sittest at the right hand of God, in the Glory of the | Father.

We believe that thou shalt | come to | be our | Judge.

- 15. We therefore pray thee, | help thy | servants, Whom thou hast redeem-ed | with thy | precious | blood.
- 16. Make them to be numbered | with thy | Saints, In | glory | ever- | lasting.
- 17. O Lord, save thy people, and | bless thine | heritage,
- 18. Govern them and | lift them | up for- | ever.
- 19. Day by day we | magni-fy | thee; And we worship thy Name, | ever, World | without | end.
- 20. Vouchsafe, O Lord, to keep us this day | without | sin;
  - O Lord, have mercy upon us, have | mer-cy up- |
- 21. O Lord, let thy mercy | be up- | on ns, As our | tru-st | is in | thee.
- Let me | never | be con- | founded.



Gloria in Excelsis.

Glory be to | God on | high, And on earth | peace, good | will toward | men. We praise thee, we bless thee, we | worship | thee, We glorify thee, we give thanks to thee, for | thy great | glo- | ry,

O Lord God, | heavenly | King, God the | Father | Al- | mighty.

O Lord, the only begotten Son, | Jesus Christ, O Lord God, Lamb of God, | Son of the | Fa- | ther. That takest away the | sins of the | world, Have | mer-cy up- | on- | us.

Thou that takest away the | sins of the | world, Have | mer-cy up- | on- | us.

Thou that takest away the | sins of the | world, Re- | ceive- | our- | prayer.

Thou that sittest at the right hand of | God the | Father.

Have | mer-cv up- | on- | us.

For thou | only art | holy; Thou | only | art the | Lord; Thou only, O Christ, with the | Holy | Ghost, Art most high in the glory of | God the | Fa- | ther. Amen.

### Evening Prayer.

#### Cantate Domino.

1. O sing unto the Lord | a new | song. For he hath done | marvel- | lo-us | things.

2. With his own right hand, and with his | holy | arm; Hath he gotten him- | self the | vieto- | ry.
3. The Lord deelar-ed | his sal- | vation;

3. The Lord deelar-ed | his sal- | vation;
His righteousness hath he openly showed in the |
si-ght | of the | heathen.

4. He hath remembered his merey and truth toward the | house of | Israel;

And all the ends of the world have seen the salvation | of our | God.

5. Show yourselves joyful uuto the Lord, |all ye |lands; Sing, re- | joice, and | gi-ve | thanks.

6. Praise the Lord up- | on the | harp;

Sing to the harp with a | psalm of | tha-nks-|giving;
7. With trumpets | also . . and | shawms;

O show yourselves joyful be- | fore the | Lord the | King.

8. Let the sea make a noise, and all that | therein | is.
The round world, and | they that | dwell there-| in.

9. Let the floods clap their hands, and let the hills be joyful together be- | fore the | Lord:
For he | cometh..to | judge the | carth.

10. With righteousness shall he | judge the | world:
And the | people with | equi- | ty. [Ps. xoviii.]

### Bonum est Confiteri.

It is a good thing to give thanks un- | to the | Lord;
 And to sing praises unto thy | name, O | most— |
 Highest.

2. To tell of thy loving kindness early | in the | morning:

And of thy truth | in the | ni-ght | season.

3. Upon an instrument of ten strings, and up- | on the | lute;

Upon a loud instrument, | and up- | on the | harp.

4. For thou, Lord, hast made me glad | through thy | works.

And I will rejoice in giving praise for the operations | of thy | hands. [Ps. xon.]

[Gloria Patri.]

#### Deus Misercatur.

1. God be merciful unto | us, and | bless us.
And show us the light of his countenauce, and be |
merci-ful | unto | us.

2. That thy way may be | known up-on | earth: Thy saving | health a- | mong all | nations.

3. Let the people praise | thee, O | God: Yea, let | all the | people | praise thee.

4. O let the nations rejoice | and be | glad:
For thou shalt judge the folk righteously, and
govern the | nations | upon | earth.

5. Let the people praise | thee, O | God: Yea, let | all the | people | praise thee.

6. Then shall the earth bring | forth her | increase:
And God, even our own | God shall | give us his |

7. God | shall bless | us: [blessing. And all the ends of the | world shall | fe-ar | him. [Ps. LXVII.]

## Benedic, Anima Mea.

1. Praise the Lord, | O my | soul:

And all that is within me | praise his | holy | name.

2. Praise the Lord, | O my | soul; And for- | get not | all his | benefits.

3. Who forgiveth | all thy | sin;

And | healeth | all thine in- | firmities;

4. Who saveth thy | life from des- | truction, | And crowneth thee with | merey and | loving- | kindness.

O praise the Lord, ye angels of his, ye that exelection | strength.
 Ye that fulfil his commandment, and hearken unto

the voice of hi-s word.

6. O praise the Lord, all | ye his | hosts; Ye servants of | his that | do his | pleasure.

7. O speak good of the Lord, all ye works of his, in all places of | his do- | minion;
Praise thou the | Lord, O | my- | soul. [Ps. ciii.]





## BIBLICAL SELECTIONS, AND CHANTS.

#### SELECTION 1.

1. Blessed is the man that walketh not in the counsel of the ungodly, nor standeth in the | way of | sinners;

Nor sitteth in the | sc-at | of the | scornful.

2. But his delight is in the | law of the | Lord. And in his law doth he | medi-tate | day and | night.

3. And he shall be like a tree planted by the | rivers of | water, That bringeth forth his | fru-it | in his | season.

4. His leaf also | shall not | wither,

And whatso- | ever he | doeth shall | prosper.

5. The ungodly | are not | so, But are like the chaff which the | wind dri- | veth a- | way.

6. Therefore the ungodly shall not | stand in the | judgment, Nor sinners in the congre- | gation | of the | righteous.

7. For the Lord knoweth the | way of the | righteous. But the way of the un- | godly | sha-ll | perish.

[Ps. 1.]

#### SELECTION 2.

1. Give ear to my | words, O | Lord;

Con- | sider-my | med-i- | tation.

2. Hearken unto the voice of my cry, my King, | and my | God;

For unto | thee will | I | pray.

3. My voice shalt thou hear in the | morning, O | Lord; In the morning will I direct my prayer unto | thee, and | will look | up.

4. For thou art not a God that hath pleasure in | wicked- | ness. Neither shall | evil | dwell with | thee.

5. The foolish shall not stand | in thy | sight, Thou hatest all | workers | of in- | iquity.

6. Thou shalt destroy them | that speak | falsehood;
The Lord will abhor the bloody | and de- | ceitful | man.

7. But as for me, I will come unto thy house in the multitude of thy | mercy;

And in thy fear will I worship | toward thy | holy | temple. 8. Lead me, O Lord, in thy righteousness, because of mine l enemies;

Make thy way | straight be- | fore my | face.

9. Let all those that put their trust in thee rejoice, let them ever shout for joy, because thou de- | fendest | them; Let them also that love thy name be | joy- | ful in | thee.

10. For thou, Lord, wilt | bless the | righteous;
With favor wilt thou compass | him as | with a | shield.



#### SELECTION 3.

1. The heavens declare the | glory of | God; And the firmament | sheweth his | handy | work.

2. Day unto day uttereth speech, and night unto night | sheweth | knowledge.

There is no speech nor language, where their | voice is | not- | heard.

3. Their line is gone out through | all the | earth, And their words to the | e-nd | of the | world.

4. In them hath he set a tabernacle | for the | sun, Which is as a bridegroom coming out of his chamber, and rejoiceth as a strong | man to | run a | race.

5. His going forth is from the end of the heaven, and his circuit unto the | ends of | it:

And there is nothing | hid from the | heat there- | of.

6. The law of the Lord is perfect, con- | verting the | soul: The testimony of the Lord is sure, | making | wise the ! simple.

7. The statutes of the Lord are right, re- | joicing the | heart: The commandment of the Lord is pure, en- | light- | ening the | eyes.

8. The fear of the Lord is clean, en- | during for- | ever: The judgments of the Lord are true and | righteous | altogether.

9. More to be desired are they than gold, yea, than | much fine | gold:

Sweeter also than honey | and the | honey- | comb.

10. Moreover by them is thy | servant | warn-ed: And in keeping of them I there is | great re- | ward.

11. Who can under- | stand his | errors? Cleanse thou | me from | secret | faults.

12. Keep back thy servant also from presumptuous sins; let them not have do- | minion | over me: Then shall I be upright, and I shall be innocent | from the |

great trans- | gression.

13. Let the words of my mouth, and the meditation of my heart, be acceptable in | thy- | sight,
O Lord, my | strength and | my Re- | deemer.

[Ps. xix.]

#### SELECTION 4.

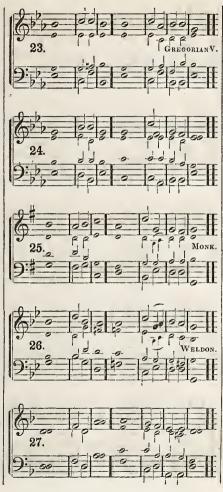
- 1. God be merciful unto | us, and | bless us:
  And cause his | face to | shine up- | on us.
- 2. That thy way may be | known up--on | earth, Thy saving | health a- | mong all | nations.
- 3. Let the people praise | thee, O | God: Let all the | people | pra-ise | thee.
- 4. O let the nations be glad, and | sing for | joy:
  For thou shalt judge the people righteously, and govern
  the | na--tions up- | on the | earth.
- 5. Let the people praise | thee, O | God: Let | all the | people | praise thee.
- 6. Then shall the earth | yield her | increase, And God, even | our own | God shall | bless us.
- 7. God | sha-ll | bless us,
  And all the ends of the | earth shall | fe-ar | him.
  [Ps. LXVII.]

#### SELECTION 5

- 1. God is our | refuge · and | strength, A very | present | help in | trouble.
- 2. Therefore we will not fear, though the | earth ' be re- | mov-ed,

And though the mountains be carried into the | midst of | the — | sea.

- 3. Though the waters thereof | roar, and be | troubled, Though the mountains | shake with the | swelling there- | of.
- 4. There is a river, the streams whereof shall make glad the | city of | God;
  The holy place of the tabernacles | of the | Mo-st | High.
- 5. God is in the midst of her, she shall | not be | mov-ed, God shall help her, and | that right | ea-r- | ly.
- 6. The heathen rag-ed, the | kingdoms · were | mov-ed, He uttered his | voice, the | ea-rth | melted.
- 7. The Lord of | Hosts is | with us; The God of | Jacob | is our | refuge.
- 8. Come, behold the | works of the | Lord, What desolations | he hath | made in the | earth.



- 9. He maketh wars to cease unto the | end · of the | earth; He breaketh the bow, and cutteth the spear in sunder; he burneth the | chariot | in the | fire.
- 10. Be still, and know that | I am | God; I will be exalted among the heathen, and I will be ex- | alted | in the | earth.
- 11. The Lord of | hosts is | with us;
  The God of | Jacob | is our | refuge.

  [Ps. xlvi.]

#### SELECTION 6.

- 1. Lord, thou hast been our | dwelling | place, In | a-ll | gene- | rations.
- 2. Before the mountains were brought forth, or even the earth | and the | world;

Even from everlasting to ever- | lasting, | Thou art | | God.

3. Thou turnest man | to de- | struction:
And sayest, Return, ye | children | o-f | men.

 For a thousand years in thy sight are but as yesterday, when | it is | past,
 And as a | wa-tch | in the | night.

5. Thou carriest them away as | with a | flood: They | a-re | as a | sleep.

6. In the morning they are like grass which | groweth | up: In the morning it flourisheth, and groweth up; in the evening it is cut | down, and | wither- | eth.

7. For we are consum-ed | by thine | anger: And by thy | wra-th | are we | troubled.

8. Thou hast set our iniquities be- | fo-re | thee:
Our secret sins in the | light of | thy — | countenance.

9. For all our days are passed away | in thy | wrath:
We spend our years as a | ta-le | that is | told.

 The days of our years are three-score years and ten; and if by reason of strength they be | four-score | years,

Yet is their strength labor and sorrow; for it is soon cut off, | and we | fly a- | way.

11. Who knoweth the power | of thine | anger:
Even according to thy fear, | so is | thy — | wrath.

12. So teach us to | number our | days:

That we may apply our | hea-rts | unto | wisdom.

[Ps. xo.]

#### SELECTION 7.

1. I | love the | Lord,

Because he hath heard my voice, and my suppli-cations.

2. Because he hath inclined his ear | unto | me,

Therefore will I call upon him as | long as | I — | live. 3. The sorrows of death encompassed me, and the pains of

hell gat | hold up- | on me:

I found | trouble and | so r- | row.
4. Then called I upon the | name of the | Lord.

O Lord, I beseech thee, de- | liver | my — | soul. 5. Gracious is the | Lord, and | righteous.

Yea, our | God is | merci- | ful.

6. The Lord pre- | scrveth the | simple,
I was brought low, and | he — | help-ed | me.

7. Return unto thy rest, | O my | soul;
For the Lord hath dealt | bounti- | fully | with thee;

8. For thou hast delivered my | soul from | death;
Mine eyes from tears, | and my | feet from | falling.
[Ps. exvi.]

#### SELECTION 8.

1. What shall I render | unto 'the | Lord For all his | bene-fits | toward | me?

2. I will take the | cup of sal- | vation,
And call upon the | na-me | of the | Lord.

3. I will pay my vows | unto 'the | Lord, Now in the | presence 'of | all his | people.

4. Precious in the | sight of the | Lord Is the | death of | hi-s | saints.

5. O Lord, truly I am thy servant; I am thy servant, and the | son of 'thinc | handmaid:

Thou hast | loos-ed | my— | bonds.

6. I will offer to thee the sacrifice of | tha-nks | giving,
And will call upon the | na-me | of the | Lord.

7. I will pay my vows | unto the | Lord, Now in the | presence of | all his | people.

8. In the courts of the Lord's house, in the midst of thee, O Je- | rusalem.

Praise | ye- | the- | Lord.

[Ps. oxvi. 12-19.]

### SELECTION 9.

1. The Lord | is my | shepherd; I | sha-ll | no-t | want.

2. He maketh me to lie down in | gree-n | pastures:
He leadeth me be- | side the | sti-ll | waters.



3. He re- | storeth · my | soul:

He leadeth me in the paths of righteousness | for his | na-me's | sake.

4. Yea, though I walk through the valley of the shadow of dcath, I will | fear no | evil:

For thou art with me, thy rod and thy | staff they | comfort | me.

5. Thou preparest a table before me in the presence | of mine | enemies:

- Thou anointest my head with oil; my | cu-p | runneth | over.

6. Surely goodness and mercy shall follow me all the days | of my | life:

And I will dwell in the | house of the | Lord for | ever. [Ps. xxii.]

#### SELECTION 10.

1. Happy is the man that | findeth | wisdom.

And the man that | getteth | under- | standing.

2. For the merchandise of it is better than the | merchan-

2. For the merchandise of it is better than the | merchan dise of | silver,

And the gain there- of than | fi-ne | gold.

3. She is more | precious than | rubies, And all the things thou canst desire are not to be compar-ed | unto | her.

4. Length of days is in her | ri-ght | hand; And in her | left hand | riches and | honor.

5. Her ways are | ways of | pleasantness, And | all her | paths are | peacc.

6. She is a tree of life to them that lay | hold up-| on her:
And happy is every one | that re-| taineth | her.

[Prov. III. & VIII.]

#### SELECTION 11.

1. Blessed is he that con-| sidercth the | poor,
The Lord will deliver | him in | time of | trouble.

2. The Lord will preserve him, and keep him alive, and he shall be blessed up-| on the | earth.

And thou wilt not deliver him unto the will of his enemies.

3. The Lord will strengthen him upon the bed of languishing,

Thou wilt make all his | bed in | hi s | sickness.

4. Blessed is he that con-| sidereth the | poor,

The Lord will deliver | him in | time of | trouble.

[Gloria Patri.]

#### SELECTION 12.

1. Out of the depths | have I | cried Unto | the-e, | O- | Lord.

2. Lord, | hear my | voice:

Let thine ears be attentive to the | voice · of my | suppli- | cations.

3. If thou, Lord, shouldst | mark in- | iquities, O Lord, | who— | sha-ll | stand?

4. But there is for- giveness with thee,

That | tho-u | may'st be | fear-ed.

5. I wait for the Lord, my | soul doth | wait, And in his | wo-rd | do I | hope.

6. My soul waiteth for the Lord more than they that | watch for the | morning:

I say, more than they that | wa-tch | for the | morning.

7. Let Israel | hope in the | Lord;

For with the Lord there is mercy, and with him is ple-n- | teous re- | demption.

8. And he shall re- | dee-in | Israel From | a-ll | his in- | iquities.

[Ps. oxxx.]

#### SELECTION 13.

Have mercy upon me, O Lord, according to thy | loving- | kindness;

2. According to the multitudes of thy tender mercies, | blot out | my trans- | gressions.

3. Wash me thoroughly from | mine in- | iquity,

And | cleanse me | from my | sin.

4. For I acknowledge | my trans- | gressions,
And my | sin is | ever be- | fore me.

5. Against thee, thee only | have I | sin-ned, And done this | evil | in thy | sight.

6. That thou mayest be justified | when thou | speakest, And be | clear when | thou— | judgest.

7. Create in me a clean | heart, O | God; And renew a right | spirit with- | in— | me.

8. Cast me not away | from thy | presence, And take not tby | holy | spirit | from me.

 Restore unto me the joy of | thy sal- | vation, And uphold me | with thy | free | spirit.

10. Then will I teach trans- | gressors thy | ways; And sinners shall be con- | verted | unto | thee. [Ps. ll. 1-4, 10-13.]



#### SELECTION 14.

1. I will lift up mine eyes | unto ' the | hills, From whence | cometh | my— | help.

2. My help cometh | from the | Lord, Who made | hea-ven | a-nd | earth.

3. He will not suffer thy foot | to be | mov-ed;
He that keepeth thee | wi-ll | no-t | slumber.

4. Behold he that | keepeth | Israel, Shall neither | slumber | no-r | sleep.

5. The Lord | is thy | keeper;
The Lord is thy shade up- | on thy | ri-ght | hand.

6. The sun shall not | smite thec by | day;

Nor the | moo-n | by- | night.

7. The Lord shall preserve thee from | a-ll | evil; He shall pre- | se-rve | thy- | soul.

8. The Lord shall preserve thy going out, and thy coming in;
From this time forth, and even for everFPs. cxxl.

#### SELECTION 15.

1. Blessed be the Lord | God of | Israel,
For he hath visited and re- | deem-ed | hi-s | people.

 And hath rais-ed up an horn of sal- | vation for | us, In the house of his | servant | Da— | vid.

3. As he spake by the mouth of his | holy | prophets,
Which have been | since the | world be- | gan.

4. That we should be saved | from our | enemies, And from the hand of | all that | ha-te | us.

5. To perform the mercy promised | to our | fathers, And to remember his | holy | cov-e- | nant.

6. The oath | which he | swore To our | Father | A-bra- | ham:

7. That he would | grant · unto | us,
That we, being deliver-ed out of the | he

That we, being deliver-ed out of the | ha-nd | of our | enemies,

8. Might serve him without fear, in holiness and righteousness be- | fo-re | him,

All the | da-ys | of our | life. [Luke 1. 68-75.]

#### Gloria Patri.

Glory be to the Father, and | to the | Son, And | to the | Holy | Ghost;

As it was in the beginning, is now, and | ever shall | be, World | without | end. A- | men.

#### SELECTION 16.

1. O give thanks unto the Lord; for | he is | good: For his mercy en- | dureth for | e- - | ver. [The above line is to be repeated as a part of every verse.]

2. O give thanks unto the | God of | gods:

3. O give thanks to the | Lord of | lords: 4. To him who alone doeth | gre-at | wonders:

5. To him that by wisdom | made the | heavens:

6. To him that stretched out the earth a-| bove the | waters:

7. To him that made | gre-at | lights:

8. The snn to | rule by | day:

9. The moon and stars to | rule by | night:

23. Who remembered us in our | low es- | tate: 24. And hath redeem-ed us | from our | enemies:

25. Who giveth food to | a-ll | flesh:

26. O give thanks unto the | God of | heaven: For his mercy en- | dnreth for- | e - | ver.

[Ps. oxxxvi.]

#### SELECTION 17.

1. The earth is the Lord's, and the | fullness there- | of: The world, and | they that | dwell there- | in.

2. For he hath founded it up- on the | seas; And established | it np- | on the | floods.

3. Who shall ascend unto the | hill of the | Lord? And who shall stand | in his | holy | place?

4. He that hath clean hands, and a | pu-re | heart; Who hath not lifted up his sonl unto vanity, nor sworn de- | ceitful- | ly.

5. He shall receive the blessing | from the | Lord; And righteousness from the | God of | his sal- | vation.

6. This is the generation of them that | se-ek | him; That | seek thy | face, O | Jacob.

7. Lift up your heads, O ye gates, and be ye lifted up, ye ever- | lasting | doors;

And the king of | glory | shall come | in.

8. Who is this | King of | glory? The Lord, strong and mighty, the Lord, | mi-gh-| ty in | battle.

9. Lift up your heads, O ye gates, even lift them up, ye ever- | lasting | doors;

And the King of | glory | shall come | in.

10. Who is this | King of | glory? The Lord of hosts, he is the King of glory. [Ps. xxiv.]



#### SELECTION 18.

1. The stone which the | builders - re- | fus-ed, Is become the | head-stone | of the | corner.

2. This the | Lo-rd's | doing,

It is | marvel - lons | in onr | eyes. 3. This is the day which the | Lord hath | made;

We will re- | joice · and be | glad in | it.

4. Save now, I be- | seech thee, · Q | Lord;
O Lord, I beseech thee, | se-nd | now pros- | perity.

5. Blessed is he that cometh in the | name of the | Lord; We have blessed you out of the | ho-use | of the | Lord.

6. God is the Lord which hath | show-ed us | light; Bind the sacrifice with cords, even unto the | ho-rns | of the | altar.

7. Thou art my God, and | I will | praise thee; Thou art my God, | I- | will ex- | alt thee.

8. O give thanks unto the Lord, for | he is | good; For his mercy en- | du- - | reth for- | ever.

[Ps. cxviii. 22-29.]



## SELECTION 19.

1. The Lord reigneth; he is | cloth-ed · with | majesty; The Lord is cloth-ed with strength, wherewith | he hath |

2. The world also is es-| tablish-| ed, [girded him-| self. That it can- | not be | mo- - | ved.

3. Thy throne is establish- | ed of | old, Thou | art from | ever- | lasting.

4. The floods have lifted up, O Lord, the floods have lifted | up their | voice;

The | floods lift | up their | waves.

5. The Lord on high is mightier than the noise of | many |

Yea, than the mighty | wa-ves | of the | sea.

6. Thy testimonies are | very | sure; Holiness becometh thine | house, O | Lord, for- | ever. [Ps. xoiii.]

#### SELECTION 20. (CHANT 44.)

- From the recesses of a lowly spirit,
   My humble prayer ascends, O | Father, | hear it!
   Borne on the trembling wings of fear and | meekness:..For-|
   give its | weakness.
- I know, I feel how mean, and how unworthy
   The lowly sacrifice I | pour be- | fore thee:
   What can I offer thee, O Thou most | holy!..But | sin and | folly.
- 3. Lord, in thy sight, who every bosom viewest,
  Cold in our warmest vows, and | vain our | truest;
  Thoughts of a hurrying hour, our lips re-| peat them,..Our |
  hearts for-| get them.
- 4. We see thy hand, it leads us, it supports us:
  We hear thy voice, it | counsels,..and it | courts us;
  And then we turn away! and still thy | kindness.. For- | gives our | blindness!
- Who can resist thy gentle call, appealing
   To every generous thought and | grateful | feeling!
   Oh! who can hear the accents of thy | mercy,..And | never |
   love thee.
- 6. Kind Benefactor! plant within this bosom
  The | seeds of | holiness, || and let them blossom
  In fragrance, and in beauty bright and | vernal, .. And | spring
  e- | ternal.
- 7. Then place them in those everlasting gardens,
  Where angels walk, and | seraphs..are the | wardens;
  Where every flower, brought safe through death's dark | portal,..Be- | comes immortal.
  Bowring.

### SELECTION 21. (CHANT 45.)

- "Thy will be done!" | In devious way
   The hurrying stream of | life may run; |
   Yet still our grateful hearts shall | say, "Thy | will be | done."
- "Thy will be done!" | If o'er us shine
   A gladdening and a | prosperous | sun, |
   This prayer will make it more di-| vine, "Thy | will be | done."
- 3. "Thy will be done!" | Though shrouded o'er
  Our | path with | gloom, | one comfort, one
  Is ours: to breathe, while we adore, "Thy | will be done."
  BOWRING.

Sing the first four notes for a close.





## ALPHABETICAL INDEX.

Aachen 140   Beyer	193	Cummington 115	Eror 197	Hartland 132	Lacey 187	Milan 223	Overton 218	Sandlin 234
Abano 116 Billow	273	Curwen 122	Esche 147	Harts 261	Lamar 267	Milford 105	Oza 228	Sandford 202
Abernethy 147 Birmingham	219		Eusebius 182	Harwich 225	Lambert 124	Millbury 153		Sanford 306
Abridge 191 Bishopsgate	237	Dalston 220	Evan 181	Haskell 275	Lanelon 237	Milo 203	Palestrina 182	Santee 225
Acre 144   Blair	163	Hana 119	Evening Hymn 132	Hauser 157	Langside 276	Milton 232	Park 271	Savannah 266
Acta 132 Bolton	139	Danby 121	Ewer 208	Haven 111	Latrobe 233	Minster 274	Paro 247	Saxony 131
Addison 112 Bonn	176	Dayton 268	T.1.	Haviland 277	Lausanne 240	Missionary Chant. 128	Parr 253	Saybrook 174
Adrea 113 Boulder	141	Deansville 118	Fabius 100	Hawlet 222	Lea 279	Missionary Hymn, 259	Parthia 138	Scott 202
Adson 264 Boxley	231	Dedham 189	Fairmont 127	Hawthorn 201	Lebanon 121	Mittord 162		
Agnew 109 Boylston	214	Delta 119	Fairville 228	Hebron 133	Le Baron 159	Monmouth 265	Pearle 279	Sellinge 181
Ainsworth 262 Breck	168	Delton 253	Fane	Hedge 217	Ledwell 168	Monroe 105	Pekin 206	Selma 239
Alben 269 Bremen	234	Denfield 188	Federal Street 133	Heidelberg 232	Lee 143	Monticello 165	Perth 261	Shannon 138
Albion 217 Bristol	196	Dennis 207	Fern 280	Henderson 220	Leeds 250	Moravia 196	Peterborough 191	
Aldgate 256 Brock	145	Deon 269	Finland 258	Henley 283	Lena 98	Morea 105	Petersburgh 107	Shetland 279
Allen 274 Buckland	150	Dighton 151	Fleming 187	Herbert 141	Lent 227	Morna 113	Phillips 197	Snorne 162
All Saints 136 Burditt	220	Dimmick 197	Fulsome 120	Hereford 207	Leon 204	Morning 231	Phuvah 178	Shrewsbury 173
Alvan 243 Burnet	110	Dover 214	Fundin 140	Hermon 311	Linden 104	Mornington 212	Pleyel's Hyınn 231	Sibley 260
Alvan 243 Burnet	201	Downs 189	Franklin	Himadala 910	Linder 234	Morrow 109	Pleyer's Hythn 231	Sicily 242
Alvar 266 Burnham	101	Drew	Fraderica 103	Habart 916	Littleton 910	Mount Pisgan 170	Potsdam 137	Sidney 219
Amboy 252 Butler	249	Dudley 248	French 175	Hodge 001	Lauleon 210	Munich 170	Program 120	Silver Street
	200	Dake Street 130	Furth 204					
America 251 Amora 280 Caldwell	054	Dunnar 205	Furth 204	Hollock 200	London 177	Machaille 017	Prescott 102 Preston 192	Sillyrna 246
Amsterdam 270 Calvary	204	Duncan	Coinghamanah 999	Holden 164	Lorin 264	Nashville 217	Psalter 97	Solwar 100
Ancram 124 Cambria	167	Dundee 175	Cordo	Homer 127	Lotho 104	Naytoli 201	Pultner 011	Solway 108
Angel's Song 310 Camelton	011	Dusseldon 107	Coulet 965	Homerton 126	Loudi 161	Nowhung 000	Pulley 211	Southwell 210
Antrim 109 Campton			Generae 148	Hook 950	Lubeek 939	Newburg 142	Quebec 254	Sper 166
Antwerp 178 Cana		Thus 190	Genoa 140	Houston 184	Lutzen 177	Newmen 926		Spring 277
Arda	932	Edro	Getheemane 969	Howard 100	Lyman 190	Newton 944	Poffice 901	St Apple 176
Argola 198 Carlow	1.41	Edger 900	Gibson 195	Howell 105	Lyndon 977	New Vork Tune 183	Ramsay 271	State Street 915
Argyle 201 Carlton	203	Edgal 209	Gibson 130	Humber 151	Lyons 278	Normanville 96	Rayford 194	St Bernard 183
Ariel 219 Carmina	904	Edyfiold 933	Gideoni 149	Huron 153	Lyra 981	Norris 949	Read 929	St. Bride's 919
Arlington 188 Cecil	243	Ekland 117	Gilbert 246	100 min 100	Lyte 280	Northport 200	Reefe 159	Stephens 180
Arlyle 276 Cecix	256	Elha 209	Gilead 121					
Arno 111 Cedar	186	Elbe 108	Gill 170	Ingham 135	Mace 279	Nottingham 184	Retreat 100	St. Nicolai 232
Arone 114 Chaplin	200	Elder 179	Gilmer 99	lnman 109	Maland 270	Notting Hill 185	Richmond 270	Stockholm 148
Arton 248 Chapman	169	Elidge 270	Gonda 125	losco 130	Malta 114	Noves 202	Rix	Stone 158
Arvah 227   Charles	217	Elim 186	Goodwin 258	lowa 209	Malton 309	Nuremburg 233	Rhina 98	Strafford 205
Ashbury 226 Chatham	145	Elkson 116	Gorton 208	Irving 213	Malva 163		Rhine 172	Strand 205
Asola 112 Chelsea	163	Elkton 120	Goshen 193	Italian Hymn 251	Manilla 193	Oak 249	Rhone 221	Strasburg 154
Auburn 172   Cheshire	100	Ellenton 317	Gotha 241	•	Manlius 171	Oakfield 284	Rhodes 103	Stratford 153
Ava 140 Chesland	238	Ellerton 224	Grafton 179	James 244	Mauning 245	Oder 170	Ridge 148	St. Thomas 215
Chester	110	Ellington 248	Grandal 278	Jasper 156	Manton 237	Ohio 238	Rissah 186	Sulpice 274
Badea 212 Chilton	184	Elm.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Gravson 221	Java 144	Maple 200	Oland 280	Roan 283	Sulser 263
Baden 127 Chingford	146	Elston 271	Greenville 242	Jay 263	Marhle 267	Old 100th 129	Rock 196	Summerson 194
Baldwin 139   Church Street	225	Elsworth 192	Grenville 154	Javnes 236	Marlow 188	Olean 236	Rockingham 133	Suuter 183
Ballerma 190 Cincinnati	173	Elton 307	Gresham 124	Jerome 192	Martyr 182	Olena	Rodman 125	Sussex 106
Baltic 149 Clara	239	Eltor 284	Grindall 269	Judah 126	Martyrs 175	Olivet 250	Roe 253	Sydney 137
Barre 149 Clinton	218	Elway 330	Grotto 131		Matthews 260	Olmutz 214	Rodney 157	Syria 151
Bartlett 166 Coghlan	142	Emmet 110	Grove 99	Kelah 284	Mear 180	Olner 235	Rogers 155	
Basle 161 Collins	181	Ems 115		Kelvin 120	Mecklenburgh 180	Omley 314	Ronald 226	Tallis 180
Bava 131 Conder	244	Ennis 160	Hager 193	Kenllworth 257	Medfleld 190	Oporto 230	Rood 265	Tamworth 245
Bavaria 146 Conley	213	Enodia 123	Halvev 242	Kensington 101	Melcombe 130	Orkney 278	Rosedale 123	Tappan 261
Becker 101 Conrad	159	Enwood 230	Hamburg 134	Kent 161	Melford 255	Orme 275	Roseland 122	Tatian 119
Bedford 177 Conroe	255	Erfuth 129	Hamden 245	Kenwood 235	Melton 156	Ortonville 187	Roslin 172	Temple 240
Belford 268 Corinth	239	Erie 152	Harlem 145	Kinlock 118	Melvin 199	Ossa 143	Ross 275	Thatcher 216
Beninda 272 Cowper								
Bethel 248 Crosa Bethnal 213 Croydon	160	Erk	Harris 99	Taban an	Messer 206	Otterville 223	(1 11	Touro 108
Denmar 213 Croydon	241	Егнап 128	Hartel 112	Laoan 211	Meter 268	Overberg 107	Sadier 273	10wer 225

## ALPHABETICAL INDEX.

Townsend 194   Uber	98   Vernon	. 229 [ Walpole 26	2 Wells 134	Wien 229	Winthrop 174	Woodside 251   Zelter 123
Truro 106 Uhes	165 Vico	117 Ward 13	5 Wenfleld 319	Williams 195	Whately 150	Woolmore 221 Zentel 230
Tudor 266 Ulm 1	02 Vigo	. 146 Wareham 13	6 Wesley 204	Wilmot 240	Whitney 173	Zephyr 136
Tunis 111 Ulster	05	Watts 13	West 122	Windham 134	Wohurn 156	Yale 203 Zion 243
Tweed 152 Union 1	27 Wainford	128 Weighhouse 10	Westhorough 158	Windsor 175	Woodland 282	York 176
Tyne 207   Uxhridge 1	33   Waldo	225   Weil 27	Wickford 150	Winter 103	Woodman 301	Yuha 185

# ANTHEMS, MOTETTS, SENTENCES, AND CHANTS.

ANTHEMS, MOTETTS, & SENTENCES.	He shall come down like ram Antnem 320	The hreaking waves dashed highHYMN 301	Give ear to my words 356
	Holiness becometh thine house.—Sentence 324	The grace of our Lord.—Benefiction 294	Gloria in excelsis
All hail! thou welcome day-Motett 324	Holy Lord, God.—Sentence285, 297, 343	The Lord hath prepared his throneANTHEM. 314	Gloria Patri
All nations whom thou hast made ANTHEM. 286	1 love them that love me.—Sentence 290	The Lord is gracious—Motett 330	Glory be to God on high
And ye shall seek me.—Sentence	l waited patiently.—Anthem 310	The Lord is merciful.—MOTETT 342	Glory he to the Father
Arise, O Lord, into thy rest.—Anthem 344	I was glad when they said.—Anthem 296	The Lord is my strength,-MOTETT 329	God he merciful unto us
Blessed are the people.— " 299	I will magnify thee.— " 290	The morning sun is shining.—Chorus 332	God is our refuge and strength 357
Blessed be the Lord for evermore.—Anthem 308	Let every heart rejoice.—Hymn 315	The righteous shall he glad.—MOTETT 317	Happy is the man
Blessed he the Lord for evermore.—Sentence, 285	Loud through the world.—Motett 336	Twas about the dead of night,-Easter Carol 352	Have mercy upon me, O Lord
Blessed is the man.—Sentence	Make a joyful noise,—Anthem 322	Thine, O Lord, is the greatness ANTHEM 346	I love the Lord
Blessing, and glory, and wisdom MOTETT 292	My voice shalt thou hear.—Sentence 322	Wait on the Lord.—MOTETT 335	It is a good thing to give thanks 355
	My song shall he of mercy.—Anthem 300		
	Not unto us, O Lord.—Sentence 316		
Bow down thine ear, O Lord.—MOTETT 350	Now unto Him that is able.—Anthem 304	Who, O Lord, when life is o'er.—Hymn 288	Lord, thou hast been our dwelling place 357
Christ was horn on Christmas Carol 349	Now unto the King eternal.— " 347		O be joyful in the Lord
Come let us join to sing.—HYMN			O come let us sing
	O praise God in his holiness.— " 362		O give thanks unto the Lord 360
	Onr soul waiteth for the Lord.—Motett 295		O sing unto the Lord
	O Zion, that hringest.—Chorus-Anthem 339		Out of the depths have 1 cried 359
	Praise him with gladness.—HARVEST HYMN 348		Praise the Lord, O my soul
Glory he to the Father.—GLORIA PATRI 318	Praise the God of Israel.—Chorus-Anthem 326		Te Deum Laudamus
	Praise the Lord when.—HYMN 297		
God is our refuge.—Motett	Praise ye the Lord.—MOTETT 321	Benedictus	The heavens declare the glory
	Praise the Lord, ye — Anthem 306		
Go not far from me.—Motett	Pray for the peace of Jerusalem.—Motett 316	Blessed is he that considereth	The Lord reigneth
Good King Wenceslas.—Spring Carol 352	Sanctus No. 1	Blessed is the man	The stone which the huilders refused 360
Grant, we heseech thee.—Collect	SANCTUS No. 2 297	Bonum est confiteri	Thy will be done
Great is the Lord.—Anthem	SANCTUS No. 3	Cantate Domino	Venite exultemus
Hallelujah !—Chorus	Sing, O heavens, and be joyful.—Anthem 334	Deus misereatur	We praise thee, O God
	Sing unto God.—FUOHETTE 305		What shall I render
Hear my cry, O Lord.—Anthem 289	Thanks to God, the sun descending MOTETT. 340		

			~	n	35 30 13	. 177 1 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
Long Meter.	Harris 99	Windham 134	Saxony 131	Dighton 151	Medield 190	Wickford 150	Presion 192	S. H. M.
	Hartel 112	Winter 103	Tatian	Downs 169	Mellon 130	Windsor 175	Pultney 211	
Abano 116	Hartland 132	Zelter 123	Touro 108	Dundee 173	Mittend 166	Winthrop 174 Woburn 156	Rames 201	Grayson 221
Acta 132	Haven 111		IUnis	Edro 135	Manticella 163	Woodman (Dible) 201	Raylord	
Addison 112	Hebron 133	Wenneld (D'ble) 319	Ulster 106	Eckley 103	Monticello 163	Woodman, (D'ble) 301	Rix, (Double)199	
Adrea (Double) 113	Homerton 126		Union 127	Elder 149	Morrow 169	York 176	Rock 196	H. M.
Agnew 109	Ingham 135	L. Meter. 6 lines.	Uxbridge 133	Elim, (Double) 180	Mount Pisgan 17	Yuba 185	Sandford 202	
All Saints 136	Inman, (Double) 109	(By repeating the first	Waluford 128	Elm 155	Munich 178		Scott 202	
Ancram 124	losco 130	1 16 - Cab - suma )		Eunis 160			Shawmut 215	Carmina 224
Angel's Song 310	Judah 126		Weighhouse 102	Erie 152	New York Tune. 183	Short Meter.	Silver Street 216	Church Street 225
Antrim 109	Kelvin 120	Acta 132	Wells 134	Esche	Nottingham 184	100	Southwell 210	Ellerton 924
Arda 115	Kensington 101	Addison 112	West 122	Eusebius 182	Notting Hill 185	Argola 198	St. Bride's 212	Gamsborough 222
Aruo 111	Kinlock 118	Aguew 109	Zephyr 136	Evan 181	Oder 170	Argyle 201	St. Michael 210	Harwich 225
Arone 114	Lambert 124	Antrim 109		Fane 157	Olena 171	Badea 212	St. Thomas 215	Hawlet 222
Asola 112	Lebanon 121	Arda 115		Fleming, (Double) 187	Ortonville 18	Bethnal 213	State Street 215	Milan 223
Baden 127	Lena 98	Arno III	Common Meter.			Beyer 193		
Raya 131	Linden, (Double), 104	Arone 114		Frazer 155	Ostend, (Double). 167	Boylston 214	Strand 205	Newman 226
Becker 101	Lotha 104	Asola 112	Aachen 140	French 1/5	Palestrina 183	Bristol 196	Summerson 194	Otterville 223
Buren 116	Lyman 120	Bava 131	Abernethy 147	Genesee 148	Parthia 13	Camelton 211	Thatcher 216	Rees 224
Burnham 101	Malta 114	Becker 101	Abridge 191	Geuoa 149	Peterborough 191	Cariton 203	Townsend 194	Ronald 226
Cheshire 100	Melcombe 130	Buren 116	Acre 144	Gibson 139	Pbuvab 178	Chaplin 200	Tyne 207	Santee 225
Chester 110	Milford 105	Cummington 115	Altona 171	Gideom 142	Plowden 144	Conley 213	Uber 198	Tbornhill 223
Cuminington 115	Missionary Chant. 128	Curwen 122	Amboy 147	Gill 170	Potsdam 137	Dennis 207	Wesley, (Double). 204	Waldo 225
Cnrwen 122	Monroe 105	Danby 121	Antwerp 178	Grafton 179	Reefe 159	Dimmick 197	Williams 195	
Dana 119	Morea 105	Deausville 118	Arlington 188	Grenville, (D'ble). 154	Rhine 172	Dover 214	Yale 203	P71 _
Danby 121	Morna, (Double). 113	Duke Street 136	Auburn 172	Harlem 145	Ridge 148	Dunbar 205		7's.
Deansville 118	Old 109th 129	Dusseldorf 107	Ava 140	Hauser 157	Rissah 186	Edgar 209		Amely (Double) com
Delta 119	Oniley 314	Ekland 117	Baldwin 139	Herbert 141	Rodney 157	Edgefield 208	L. P. M.	Arvah, (Donble) 227
Drew 98	Overberg 107	Elbe 108	Ballerma 190	Hermon 311	Rogers 155	Elba 209		Boxley, (Double). 231
Duke Street 136	Pawlet 125	Elkson 116	Baltic 149	Holbein 140	Roslin 172	Elsworth 192	Albion 217	Bremen, (Double) 230 Edyfield 233
Dusseldorf 107	Petersburgh 107	Elway 330	Barre 149	Holden, (Double) 164	Rowley 162	Eror 197		Enwood 233
Ekland 117	Prague 130	Emmet 110	Bartlett, (Double) 166	Homer 137	Saybrook, (D'ble) 174	Ewer 208		Fairville
Elbe 108	Prescott 102	Ems 115	Basle 16!	Houston 184	Sellinge 181	Furth, (Double) 204		Heidelberg 232
Elkson 116	Psalter 97	Enodia 123	Bavaria, (Double) 146	Howard 199	Sill 152	Gibson 195	Overtou 218	Kenwood 235
Elkton 120	Retreat 100	Erin 118	Bedford	Humber 151	Shaunon 138	Gorton 208	- 10110 2111 220	Laneton 237
Elton 307	Rhine 98	Erk 108	Blair 163	Huron, (Double) . 153	Shorne 162	Goshen 193		
Elway 330	Rhodes 103	Evening Hymn 132	Bolton 139	Indus 158	Shrewsbury 173	Hager 193	C. P. M.	Latrobe 233 Lent, (Double) 227
Emmet 110	Rockingham 133	Fairmont 121	Bonn 176	Jasper 156	Solway 168	Hawthorn 201	0.2.2.	Linder 234
Ems 115	Rodman 125	Federal Street 13.	Boulder 141	Java 144	Soroto 179	Hereford 207	Ariel 219	Lubeck 232
Enodia 123	Rosedale 123	Frederica 103	Breck 168	Kent 151	Spey, (Double) 166	Hobart 216	Birmingbam 219	Hilton 020
Erfutb 129	Roseland 122	Gard 1 114	Brock 145	Knox 164	St. Ann's 176	Howell 195	Burditt 220	
Erin 118	Saxony 131	Gilmer 99	Buckland 150	Lacey 187	St. Bernard 183	lowa 209	Clinton 218	
Erk 108	Sussex 106	Grotto 131	Cambria (Double) 167	Le Baron 159	Stephens 189	frving 213	Hinsdale 218	Olnor 925
Ernan 128	Tatian 119	Grove 99	Campton 174	Ledwell 168	Stockholm 148	Jerome 192	Overton 218	Oporto 930
Evening Hymn 132	Touro 108	Hartland 132	Carlow 141	Lee 143	Stone 158	Laban 211	Sidney 219	
Fabilis 100	Troro 106	Haveu III	Cedar 186	Litchneid 191	Saniord 306	Littleton 210	Elanoy IIIII 210	Pleyel's Hymn 231
Fairmont 127	Tunis 111	Hebron 133	Chapman, (D'ble), 169	Locke 160	Strasburg 154	Manilla 198		Read 229
Federal Street 135	UIM 102	108C0	Chatham 145	Lomond 165	Stratiord 153	Maple 200	S. P. M.	Sandlin 234
Florence 126	Ulster 106	Kelvin 120	Chelsea 163	London 177	Sunter 183	Melvin, (Double). 199	D. I. III.	St. Nicolai, (D'ble) 232
Carle	Union 127	Laborar 101	Chineses 184	Lovell 161	Sydney 137	Messer 206	Dalston 220	Tower, (Double) 228
Garda II4	Uxbridge 133	Lebanon 121	Coinglord 146	Luizen 177	Syria 151	Milo 203		Vernon, (Donble), 999
Gilead 121	Vico, (Double) 117	Loina 104	Cincinnati 173	Matton, (Double). 309	Tallis 180	Moravia 196	Molfords 055	Wien
Condo 10"	Walniord 128	Moleombo 120	Cognian 142	Maria 163	I weed 152	Mornington 212	menorus 200	Zentel
Gonda125	Ward	Melcombe 130	Comms 181	Manitus 171	U oes 165	Northport 200		Zionioarri 200
Gresnam124	warenam 136	Onselvent 103	Conrad 159	biariow 188	Vigo 146	Noyes 202	C, H, M,	Win Oliman
Grotto 131	Watts 130	Deteroby 107	Cowper	Martyr 182	Westborough 158	Olmutz 214	U. H. M.	7's. 6 lines.
Hamburg 124	Weighhouse 102	Postingham 122	Dodham 190	Martyrs 175	vv nately 150	Pekin 206	Dh 001	Dishapareta 927
Harman (Double) 110	West 134	Poseland 199	Dongold 199	Meathemburgh 180	vv nitney 173	Phillips 197	Woolmore 221	Promon 024
maintail, (Double) 110	. ** Col	Roscianu 122	Denneid 188	meckienouign 180		rieumont 206	W 0011H0re 221	ысшен 204

# METRICAL INDEX.

						14.43		
Nuremburg 233	Tamworth 245		Italian Hymn 251			Matthews 260	8's, 7's, 4's & 3's.	Dactylic.
Olean 236	Zion 243	·	Norris 249		Richmond 270	Perth 261	a	Elton 284
Tower 228		Arlyle 276	Olivet 250	Conroe 255		Trochaic.	Sulser 263	
Vernon 229				Melford 255	7's, 6's & 8's.	Minster 274		11's & 8's.
· CI LICITION CONTRACTOR	8's, 7's & 7's.	E1- 0- P1-	Trochaic.		,		8's, 7's & 6's.	11 8 02 0 8.
		5's & 7's.	Dayton 268		Trochaic.	01- 0 51-		Anapestic.
8's & 7's.	Bishopsgate 237	n		6's, 10's & 4's.	Amsterdam 270	8's & 5's.	Ellenton 317	Cons One
080218.	Manton 237	Roan 203			Elston 271	Perth 261		Danie 273
	Olean 236		6's, 4's, 7's & 3's.	Delton 253	Park	Pertn 261	01- 8- 01-	Pearle 279
Bremen 234		5's & 8's.	, ,		Ramsay 271		8's & 9's-	Shetland, (6 lines) 279
Chesland, (D'hle). 238	3's & 6's.	0 3 0 0 5.	Hook 252	7's & 4's.	Richmond 270	Q'a & G'a	Haviland 277	Iambic.
Carleigh 238		Trochaic.		180.48		080.08.	Lyndon 277	Dutton 966
Corinth, (Double). 239	Lamar 267	Marble 267		Calvary 246	Iambic.	Ainsworth 262	Lyndon 211	2 400
Clara, (Double) 239	Lamar 201	marbic	6's & 5's.	Gilhert 246	Holbeck 260	Gethsemane 262		
Croydon, (Double) 241		Anapestic.		Ginert 240		Jay 263	9's.	11's & 9's.
Enwood 230	4's & 6's.	Cana 275	Trochaic.		W1- 8- 01-	Matthews 260		
Gotha 241			Belford 268	7's & 5's.	7's & 8's.	Tappan 261	Grandal, (or 6 ) 078	Cana 275
Greenville, (D'ble) 242	Newark 247		Dayton 268		Beninda 272	Walpole 262	imes) )	
Jaynes, (Double) 236		5's & 9's.	Deon 269	Alben 269		***aipole 202	Orkney 278	111 0 101
Laneton 237			Meter 268	Grindall 269				11's & 10's.
Lausanne 240	4's, 6's, & 7s.	Haskell 275			Well, (peculiar) 272	8's, 6's & 4's.	10's.	20 . 71
Manton 237			Iambic.					Dactylic.
	Park 247	5's & 11's.	Alway 252	7's & 6's.	8's.	Byfield 260	Rood 265	Folsom 283
Ohio, (Douhle) 238	1	98 % 11 8.	45 A T1		0 21		Savannah 266	Folsom 283 Kelah 284
Oporto 230	41- 01- 0 01-	Poss 975	Dactylic.	Iambic.	Duncan 276	8's, 6's & 5's.	Tudor, (or 6 lines) 266	
Oza 228	4's, 6's & 9's.	10000	Morning 251	Aldgate 256	Grandal 278			Henley 283
Selma, (Double) 239	Wadan 947			Burnet 257	II	Sihley 260		Trefficy Trees 200
Sicily 242	Heuge 211	6's.	6's & 7's.				10's, 5's & 11's.	
Smyrna 246				Finland 258	Orkney 278	01- P. 771-	A oria	12's.
Temple 240	4's, 7's & 5's.	Roe 253	Parr 253		Spring 277	8's & 7's.	Arlyle 276	
Wilmot 240	22,12432	Woodside 251	1 411			Iambic,		Nayton 281
	Normanville 267			Missionary Hymn. 259	8's. 6 lines.	Adson 264	10's & 11's.	Scotland 282
		01 0 44	6's, 7's & 8's,	Trochaic.	o's, o mes,	Gaulet 265		
8's, 7's, & 4's.		6's & 4's.	,	Flidge 970	Haviland 277		Janapestie.	401 4 01
	4's & 11's.	Iambic,	Caldwell 254	Crindall 960	Lyndon 277	Leon 264	Lyons 278	12's & 8's.
Alvan 243	Oakfield 284	lambic.		Maland 270	Lyndon 211	Monmouth 265	Iambic,	010-1 000
Cecil 243	Oakfield 284	Arton 248	01- 01- 9- 4-	Maiaud 210			Alvar, (or 6 lines) 266	Oland 280
Conder 244		Detnet 240	6's, 8's & 4s.		8's, 3's & 6's.	Trochaic.	· · · · · · · · · · · · · · · · · · ·	
Gilhert 246		Butler 249	D-14 059	7's, 6's & 4's.		Allen 274	***	12's & 11's.
Halvey 242	0 s & 0 s.	Dudley 240	Delton 253		Mercer 273	Sulpice 274	11's.	
Hamden 245		Hamal 950	Quenec 234	Cecil 256	Sadler 273		Anapestic.	Lyra 281
James 244	Lyons 278	Hewel 250 Leeds 250				8's, 7's & 4's.	Amora 280	Nayton, (6 lines) 281
Manning 245	Orme 275			7's, 6's & 7's.	8's & 4's.	0 5, 1 5 60 1 51	Fern 280	
Newton 244	01	Oak 249	0 2 20 5.	1 -, 5 5 4 7 21	1	Trochaic.	Lea 279	
Sicily 242		Dactulic.	Cana 275	Amsterdam 270	Iambic.		Lyte 280	
Smyrna 246			Langside 270	Elston 271	Harts 261			Hedge 281
,			3			,		

				1.0
Aggording to the word 916	Christ, the Lord, is risen232	Gently glides the stream233	How pleased and blest	Let us with a joyful 998 995
A charge to keep I have 904	Come, away to the	Gently, Lord, O gently236	How precious is the162	Let Zion praise
A fliation is a stormy deep 154	Come, let our voices	Give thanks to God, he107, 126	How precious, Lord	Life is onward
A wait the day waturns 986	Come let us snow	Give thanks to God, invoke	How shall the young159	Life is the time
Alast how poor and little worth	Come, let us join our	Give thanks to God, most	How sweet, how heavenly140	Lift not thou the 979
All hail! thou welcome day324	Come, let us join to sing298	Give us room, that	How sweetly flowed98, 110	Lift up your heads. 960
All hall redeeming Lord 196	Come, let us sing	Glorious things of thee239	How sweet the hour	Long as 1 live, 1'll
All poonts that on sorth 115	Come O ve saints	Glory to God, for	How vain is all	Lord dismiss us 949
All power and grace to God 120	Come, said Jesus	Glory to thee, my God		Lord, hear the voice
All praise to the Lamb	Come, saints, and adore200	God bless our native		Lord, bow shall youth
And is there Lord a rest 194	Come, seek the Lord	God in his earthly	I cast my burdens	Lord, 1 am thine, thy
And will the God of Grace	Come, sound his praise211, 216	God is in his holy244	If human kindness	Lord, I have thee my
Angels roll the rock	Come, thou Almighty25!	God is my strong	If through unruffled	Lord, in the morning 188
Another day is past	Come, thou soul-transforming246	God is our refuge	I hear thy word with	Lord, I put my trust 270
Another six days' work	Come, tune your heart	God of evening	1 lift my soul to God	Lord of Hosts! how lovely 930
Another year	Come unto me	God of my childhood171	I'll bless the Lord149	Lord, thou wilt hear me
Arise ve people and	Come, we that love	God of the year	I love the Lord, he	Lord of the worlds
As down in the sunless	Come, ve that know	Go. worship at	I love the Lord, whose	Lord, we come before235
Aulgen in Jesus	Come, ve that love	Grace! 't is a sweet99	1 love the volume	Lord, when thou didst
As showers on meadows	Commit thou all	Great God! attend	I love thy kingdom	Lo! the Lord, Jehovah240
As the hart with eager	Create, O God, mv261	Great God! at thy	1 'm but a stranger248, 249	Lowly and solemn be249
As when the weary	Crown bis head with241	Great God! our strength	I 'm but a weary	•
Awake, my soul, awake101		Great God! to thee		· ·
Awake, my soul, stretch168		Great is the Lord	In the hour of trial269	Majestic sweetness, sits187
Awake, our drowsy222	Daughter of Zion: awake	Great Sun of Righteousness	l sing the mighty	May the grace of
Awake, our souls99	Daughter of Zion! from140	Guide me, O thou great244, 245	Israet's Shepherd, guide238	Midst sorrow and
Awake, ye saints224	Day unto day		It is good to give	Mine eyes and my193
	Defend me, Lord, from		I trust the Lord	More sweet than odors
	Did Christ o'er sinners		I waited meekly143, 146	Morning breaks upon232
Begin, my soul, th' exalted220	Dismiss us with thy	Hail! hail! auspicious250	I wait for thy salvation	My country, 't is of thee251
Behold a stranger112	.Dread Jeliovah! God of237	Hail! happy day	1 would not live	My faith looks up
Behold how the Lord		Hail to the brightness284		My Father, the guide277
Behold the gift	Ere I sleep, for273	Hallelujah, Lord our240		My God, how endicss100
Behold the grace193	Ere yet the blast	Happy is ho who160	Jehovah God! thy181	My Maker and my199
Behold the path102		Happy the man wbose	Jehovah! how many	My never-ceasing song
Behold us, Lord		Hark! from the cross99	Jehovah reigns, your	My rest is in Heaven280
Be thou, Ó God129	Brory numan we may	Hark! from yonder mount246	Jerusalem, my glorious	My Saviour, my Almighty191
Beyond where Cedron's		Hark! hark! a shout254	Jesus, immortal King	My Shepherd is
Blessed be thy name	Farewell my friends252	Hark! ten thousand237	Jesus lives! no longer272	My Shepherd will supply161, 185
Bless Jehovah270	Farewell, we meet no248	Hark! the glad sound164	Jesus! Saviour of my	My son, know thou213
Bless, O my soul	Far from mortal cares242	Hark! the sounds of	Jesus shall reign121	My soul, be on thy192, 211
Blest are the men124	Far from the narrow	Hark! what mean these238	Jesus, thou art our253	My soul, how lovely
Blest are the saints123	Far from the world	Hear me, O God, nor180	Just as 1 am,—without260	My soul iuspired
Blost are the sons213	Father, forgive the313	Hear what the voice173, 182		My soul, repeat200, 211, 215
Blest are the undefiled159	Father of eternal229	Heavenly Father, sovereign229, 231		
Blest hour! wheu mortal318	Father, whate'er of174	He 's blest whose sins132	Keep silence, all created146	
Blest is the man	Firm and unmoved	High let us swell149		Nearer, my God, to thee248
Blest is the hour262	Flung to the heedless253	Hosauna to our144		Near the cross our274
Breathe, Holy Spirit128	Forgive my folly283	How beauteous are200, 204	Lamb of God! whose271	
Brightest and best of283	For thee, O God102, 116	How beautiful the sight	Lcad us, heavenly Father243	
Bright source of	Fount of everlasting	How beautiful thy257	Let all the earth their	
	From all that dwell		Let all the just	
Brother, thou art gone271	From earliest dawn	How blest the man183	Let all on earth	Now to the Lord, wbo
By cool Siloam's	From every stormy100		Let children hear177	
			Let every creature	0 -11
Called Landba Calledon 100		How did my heart		
Call'd by the Sabbath127	From the depths278	How gentle God's194, 201, 207	Let lony songs, let	O, all ye people shout
Child of sin and	From the high courts	How lovely are they	Let not despair, nor	O, pless the Lord, my
Citità di sin and208	rrom the throne of God271	How oft, alas 1 this	Let tears descend247	O, come, foud antibems114, 131

## INDEX OF FIRST LINES OF PSALMS AND HYMNS.

O, could I find	Rehuke me not	The hillows swell	Thus far the Lord	When I can trust
O'er the realms of pagan,245	Return, O wand'rer150	The hreaking waves301	Thus saith the high	When Israel, hy divine
O, for a shout	Rise, erowned with light	The cloud hath filled143	Thy mercies, Lord	When Israel, freed
O, for a thousand141	Rise my soul and	The day is past	Thy name, Almighty 195, 209	When marshalled on
Of thy love some	Rise, O my soul	The earth shall rejoice	Thy name he hallow'd	When our hearts are
O God, my Saviour115	Rock of ages!228	Thee I 'll extol	Tis by thy strength 138	When overwhelmed with20
O God, our help		Thee will [ hless	To hless thy chosen	When shall the voice
O happy day that		The festal morn	To celebrate thy	When shall we meet
O happy is the man	Safely through another236	The God of Abram254	To-day the Saviour248	When sorrows round
O happy saints who	Salvation, O the joyful301	The God of glory	To God I cried	When the vale of24
O happy they who	Saviour, and dving253	The God of harvest250	To God in whom213, 216	When the world mv23
Oh! hlessed souls	Saviour, breathe an	The heavens applaud264	To God, our strength	When the worn spirit
Oh! cease my wandering	Saviour, source of	The icv chains	To God, who dwells	When thy harvest yields27
Oh! could 1 speak	Saviour, when in dust227	The Lord is good, the	To heaven I lift	When verdure clothes16
Ohl happy they who	See from the rock123	The Lord is great	To Jesus, the erown	Where is my Saviour22
O Jehovah! what	See gentle patience	The Lord is true247	To our Almighty 189	Where shall the man
O lay not up	See Israel's gentle	The Lord, Jehovah (S. M.)	To our Redeemer's174	While my Redeemer's20
O Lord, my heart	See what a living	The Lord, Jehovah (S. P. M.) 220	To praise the hounteous	While shepherds watched
O my soul, with	Shepherd, while thy	The Lord of glory	To praise thee ever	While thee I seek
Once more before	Sing hallelujah!262	The Lord, our God	To thee, hefore the	Whom have we, Lord
Once more, my soul	Sing to the Lord in	The Lord, my pasture112	To thee, great Source	Who, O Lord, when,, 233, 235, 28
One smile, one	Sing to the Lord most	The morning light	To thee, my Shepherd	Who shall ascend
	Sing to the Lord, ve			
On the mountains top243	Sinner, come!	The pity of the Lord	To thy pastures	Why on the hending11
Onward speed thy 969	Sister, thou wast mild241	The praise of Zion	To us a child	Wide doth the mighty 10.
Oppression shall not	So fades the lovely120	There is a fountain	To youder hills	Wilt thou not visit
O praise the Lord, for	Soft he the gently	There is a happy	Triumphant Lord !	With joy we hail
O praise the Lord with	Softly they rest	There is a land, a173	Twas in the watches	With joy we meditate
O praise thy God	Soldiers of Christ192	There is a land of		With one consent let12
O praise ve the Lord	So let our lips	There is an hour		With songs and honors139, 16
O render thanks to	Some sweet savor	There is a softly	Up to the fields	Trita congo una committe de la company de la
O speed thee Christian	Songs anew of honor245	There is a stream	op to the holders and the second	
O thou from whom	Songs of immortal141	There is a world117		
O thou that hear'st 219	Soon as 1 heard	There's not a tint	Wake, O my soul	Ye houndless realms22
O thou to whose	Spirit of peace !	The voice of free	Wake the song of	Ye christian heralds12
O 'Iwas a joyful 170 180	Stand up, my soul	The winter is over	Watehman onward	Ye dying sons
Our blest Redeemer 960	Stand up, O ye279	Think gently of the	We all, O Lord	Ye hearts with youthful19
Our country is	Star of peace!	Think mighty God	We ask not, Lord158	Ye nations of the25
Our festal morn	Stern winter, throw160	This God is the	We close the sacred	Ycs, my native land24
Our heavenly Father200	Still on the Lord thy	This is the glorious	We come with joyful	Ye sons of men, a18
Our Saviour alone	Sure there's a righteous207	This is the word	Welcome, delightful	Ye sons of men, with
O Zion, lift thy	Sweet day, so cool141	The dark and stormy	We love thy holy	Yes, there are joys
O Zion, tune thy	Sweet is the light	Thou art gone to the	We sing the bright	Ycs, the Redeemer23
o and any tree to the tree to	Sweet is the memory142, 158			Ycs, we trust the day24
	Sweet is the work, my105, 117	Thou great Instructor125, 134	What is life?	Ye trembling captives20
Praise him with gladness348	Sweet is the work, O198, 209	Thou sweet gliding	What shall I render147	Yo tribes of Adam22
Praise, O praise	Sweet the moments241	Thou who art enthroned 234	What shall we render	Ye wretched, hungry19
Praise the Lord		Thou whom my soul	When heauty clothes	Your harps, ye trembling208, 21
Praise to God233		Through all the changing 180, 186	Whence those triumphant152	
	Teach me the measure	Through thy protecting	When down our heads	
Praise ve the Lord, my	Thanks to God, the sun340	Thus angels sung	When I can read	Zion, awake! thy strength12
, , , , , , , , , , , , , , , , , , , ,	,			







